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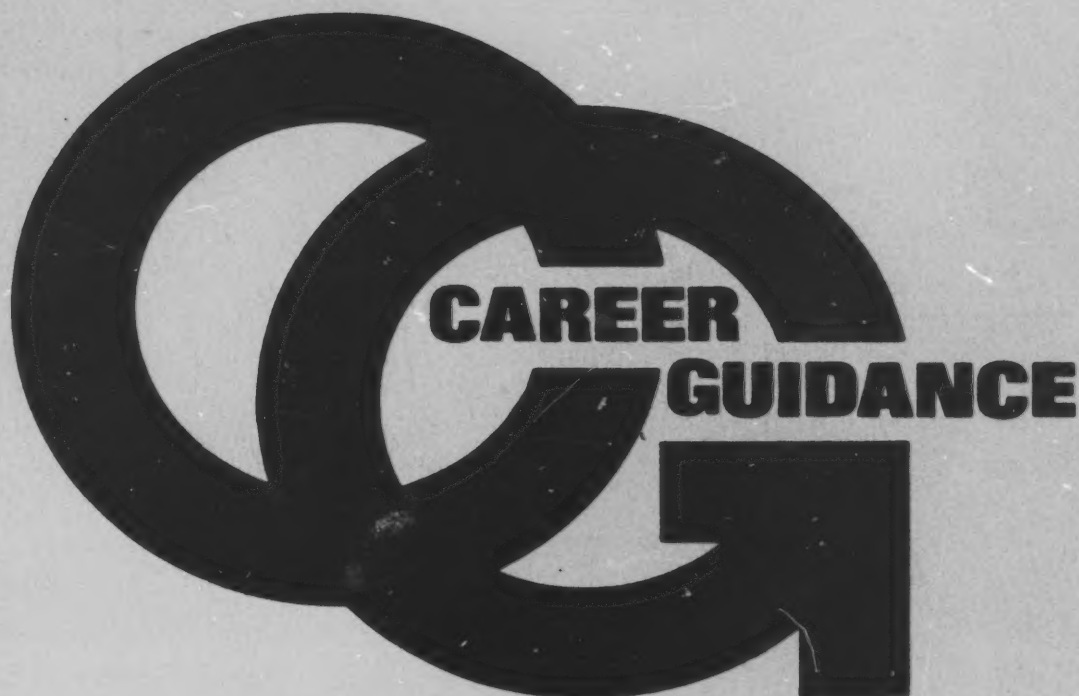
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IDENTIFIERS Arizona (Mesa)

ABSTRACT

Materials contained in this career guidance unit focus on individual assessment of seventh grade students in relation to future school and vocational goals. The unit is made up of four individualized learning packets: Packet 1 deals with the learner's abilities and interests; Packet 2 explores values; Packet 3 looks at physical traits; and Packet 4 explores personal and social behaviors. Each of the packets is ninety minutes in length and may be supplemented with counselor and teacher assistance. The instructional sequence guides are outlined in terms of goal statements, performance objectives, instructor's information (including estimated lesson time, suggested grouping, content outline, new vocabulary, learner prerequisites, instructor's preparation tasks, resources), and a detailed outline for developing the lesson. Student activity booklets are provided for each learning packet. (TA)

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ALL ABOUT YOU

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MESA, ARIZONA

OE 015-560

Developed by the Guidance staff of
Mesa Public Schools with cooperation
and assistance from selected district personnel

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In cooperation with the Youth Development Research
Program of the American Institutes for Research,
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ALL ABOUT YOU

This unit serves as a vehicle to aid the student in setting his future school and vocational goals.



I. UNIT RATIONALE

This unit focuses on individual assessments in relation to future school and vocational goals. The unit is made up of four individualized learning packets. Packet 1 deals with the learner's abilities and interests. Packet 2 explores values. Packet 3 looks at physical traits; Packet 4, personal and social behaviors.

II. INTENDED USE OF UNIT

- A. Grade Placement: 7
- B. Duration of Unit: 90 minutes
- C. Special Considerations: This unit is designed as an individualized learning packet which may be supplemented with counselor and teacher assistance.

III. INSTRUCTIONAL SEQUENCES

GOAL STATEMENT J-7 201.00

When directed, the student will gather information necessary to make a personal assessment of himself in terms of his abilities, interests, and other characteristics.

A. Performance Objectives J-7 201.01 and J-7 201.02:

J-7 201.01: Given a list of abilities and interests, the student will identify at least three abilities and three interests.

J-7 201.02: When directed, the student will gather information necessary to make a personal assessment of himself in terms of his abilities and interests.

1. Instructor's Information:

- a. Estimated Lesson Time: Two 45-minute periods
- b. Suggested Grouping: Individual
- c. Content Outline:
 - (1) Makes an individual assessment of his interests and abilities.
 - (2) Gathers material and completes charts.
 - (3) Selects jobs he might consider for the future according to his interests and abilities.
 - (4) Complete "All About Me Crossword Puzzle" to indicate student's understanding of terms used in unit.

d. New Vocabulary: (defined within the unit)

Standardized Achievement Test
Mental abilities
Artistic abilities
Mechanical abilities
Physical abilities
Stanines
Computational
Persuasive
Literary

e. Learner Prerequisite: None

f. Instructor's Preparation Tasks:

- (1) Obtain packet No. 1 for students and become familiar with the packet.
- (2) Obtain achievement test scores on each student from the counselors before starting this unit.

g. Resources:

- (1) Individual Packet
- (2) Students' past scores and grades
- (3) Pencils
- (4) Occupational Outlook Handbook--U.S. Dept. of Labor, Bureau of Labor Statistics, Bulletin 1700, 1972-73 Edition. (May be obtained from Counselors)

2. Developing the Lesson:

a. Introduction:

This packet is designed to enable the student to make an assessment of himself in terms of his abilities and interests. Once completed, the student can use this information to realistically evaluate his present and future goals in terms of his abilities and interests.

b. Tasks and Activities:

TASK 1:

Hand the packet to the student. Tell him to read the Orientation, pages 1-3, and then read the first two activities.

PERSONAL ASSESSMENT PACKET #1

ORIENTATION

By the end of this unit, you should be able to:

A. Summarize the following information:

In Packet One

1. Your abilities as you see them and as they are measured by grades or your scores on standardized achievement tests.

In Packet Two

1. Your values as you see them and as they are measured by the Behavior Value Inventory.

In Packet Three

1. Your physical traits as you see them.

In Packet Four

1. Your personal and social behavior as you see them.

B. Show that you understand the information that you have gathered. You will do this in a conference with your instructor or counselor.

This first packet of the unit will focus on abilities and interests.

Learner Check List

- _____ 1. Read, study and complete the next three pages on abilities and interests and check yourself on the self test.
- _____ 2. Look at "My Interest Chart" in which you scored the highest and by using the job chart, write down the five jobs you might like to consider.
- _____ 3. Review your packet of abilities and interests and consider goals for the future. You may review this with someone else. (Teacher, Counselor, Parent, etc.)

Introduction To Abilities and Interest Packet

In reading and completing this packet, you may find that you have abilities and interests which you had not previously thought about.

Have you given much thought to what your real abilities and interests are?

What can you do best? (Ability)

What do you like to do best? (Interest)

It is fun to discover your unique strengths and weaknesses--yet very few people ever use all of their abilities to full capacity.

In this packet you will find suggestions for determining what your abilities and interests are. By knowing more about yourself, you will be better able to plan now for a happier, more successful future.

ACTIVITY 1:

Importance of Abilities and Interests

Directions: Read the following information under activities 1 and 2. Read slowly and carefully to prepare for the self-test for abilities and interests.

As you study and complete the next two pages, you will begin to see how important abilities and interests can be to you.

What are yours? Should you really know? Yes, but first you need to know what abilities and interests really are.

Knowing What Abilities Are

Abilities are the physical or mental skills you develop or learn as you grow up.

It is possible to have many different abilities. Mental abilities have to do with how you learn. Being good at painting or drawing, playing a musical instrument or singing, or expressing thoughts on paper shows an artistic or creative ability. A person who can make, build, or fix things is said to have a mechanical ability. Physical abilities will be those needed for sports (jobs requiring physical strength) and work that requires skilled hands, such as sewing and shop.

One reason that people's abilities differ is that some people have spent more time or effort developing some of their abilities than other people have. Your abilities can change. If you practice in certain areas, you will become more skilled in those areas.

If you don't have all the abilities required for the goal that you want to reach, you will have to either work to develop those abilities or change your goal.

ACTIVITY 2:

Knowing What Interests Are

INTERESTS are activities you like to do; things that please you and give you satisfaction or curiosity about something. Interests also will influence your selection of your educational and vocational goals.

The courses you take and the work you do are made up of many different activities. You will spend a very large part of your life either preparing for or working at a job. You can't expect to have a very happy life if you must spend it doing something you don't enjoy. If you really are not interested in many of the activities which are a part of a certain kind of school work, or occupation, then you might not find pleasure in pursuing that schooling or job as a future goal. You probably wouldn't do very well at reaching that goal either.

Right now, you probably have a pretty good idea of the kinds of things you like to do. Your interests can have a great influence on your future. You should think carefully about the things you like to do when you plan your future. (You should think carefully about the things you like to do when you plan your schooling or choose your occupation).

Your interests can and probably will change as time goes on. Right now there are probably things that you would be interested in if you knew about them, or if you tried them. Just as you develop activities, you can also develop interests.

TASK 2:

Tell the student to read the directions for and then complete Activity 3.

ACTIVITY 3:

Self Test For Abilities and Interests

You have now read about abilities and interests. To make sure you understand the difference between an ability and an interest, check which of the following statements refer to an ability and which refer to an interest.

QUESTIONS	ABILITY	INTEREST
1. I sure would like to be an airline pilot.		
2. I can drive a nail in a board without missing.		
3. I won two ribbons at a track meet.		
4. It would be fun to be a disc jockey.		
5. I would like to be a beautician.		
6. I was on the honor roll many times.		

QUESTIONS	ABILITY	INTEREST
7. My drawing received high honors at the art exhibit.		
8. To be in the Ice Follies would be great.		

Answers to Self Test:

- | | | | |
|-------------|-------------|-------------|-------------|
| 1. Interest | 3. Ability | 5. Interest | 7. Ability |
| 2. Ability | 4. Interest | 6. Ability | 8. Interest |

TASK 3:

Say something like this: "This next section will focus on your abilities. Check the subjects in which you feel you are able to do your best. This will give you a clue as to where your abilities lie."

ACTIVITY 4:

Directions: Check those subjects in which you feel you are able to do your best.

Assessing Your Own Abilities

Reading		Spelling	
Math		P. E.	
Social Studies		Music	
Science		Art	

TASK 4:

Read aloud as students follow silently the material in Activity 5. Be sure that the students understand the meaning of stanine before continuing.

ACTIVITY 5:

Another way to assess your abilities is to look at the scores you made on a standardized achievement test. A standardized achievement test is one that you take that compares you with students in your grade level in all parts of the United States. Your achievement test scores are very important because they indicate what you have learned in the past. A record of these scores is on file in the counseling office.



The scores from standardized achievement test are recorded in stanines. A stanine is a standard way of grading standardized tests. Stanine means standard nine, or steps of nine; with a sta-

nine of 1 (one) being very low; a stanine of 9 (nine) being very high; and a stanine of 5 (five) being average.

Stanine Scale

1 2 3 4 5 6 7 8 9

TASK 5:

Distribute achievement test scores you have received from counselors to each student.

Say something like this: "These are your own scores on achievement tests that you have taken previously. I obtained these from your counselors. You are now to record these in your booklet on page 8."

ACTIVITY 6:

Directions: Record your achievement scores for each subject listed in the table below.

ACHIEVEMENT TEST SCORES

YEAR	Reading	Math	Science	Social Studies	Spelling	Language

TASK 6:

Say something like this: You have learned what an interest is and how it differs from an ability. Now you are ready to find out more about what your own interests are.

Following is a list of interest categories. For each area, check either high, average, or low to show your degree of interest.

ACTIVITY 7:

Directions: Check either high, average, or low to show your degree of interest in each area.

MY INTEREST CHART			
	HIGH	AVERAGE	LOW
Prefer outside work or activity (Outdoor)			
Working with machines and tools (Mechanical)			
Working with numbers (Computational)			
Interest in the physical world (Scientific)			
Meet and deal with people (Persuasive)			
Creative work with hands (Artistic)			
Office work (Clerical)			
Like to read or write (Literary)			
Enjoy listening to and participating in music (Musical)			
Helping others (Social Service)			

TASK 7:

Say something like this: "Look at the areas in "My Interest Chart" in which you have indicated the greatest interest and by using the job chart in your booklet on page 9, write down five jobs you might like to consider for the future. If you don't know what a particular job involves, you can look up information pertaining to that job in the Occupational Outlook Handbook."

OUTDOOR

Civil engineer	Rancher
Agricultural engineer	Animal breeder
Mining engineer	Cowboy
Veterinarian	Kennel manager
Physical education teacher	Nurseryman
Coach	Greenhouse keeper
Landscape architect	Gardener
Oceanographer	Groundskeeper
Marine biologist	Greenskeeper
Geologist	Fisherman
Soil conservationist	Guide (hunting and fishing)
Forest ranger	Guide (sightseeing)
Archaeologist	Lumber inspector
Wildlife manager	Woodsmen (logging)
Surveyor	Zookeeper
Ship's officer or pilot	Diver
Fish and game warden	Seaman
Farmer	Mailman
Fruit grower	Doorman

MECHANICAL

Mechanical engineer	Diesel mechanic
Electrical engineer	Machinist
Dentist	Building construction worker
Optometrist (eye doctor)	Carpenter
Shop teacher	Electrician
Contractor	Plumber
Industrial designer	Bricklayer
Engineering technician	Draftsman
Chemical technician	Tool and die maker
Airline pilot	Printing pressman

Stationary engineer
Repairman of--
Data-processing machines
Office machines
Appliances
Radio - TV
Auto mechanic
Airplane mechanic
Crane operator
Locomotive engineer

Mining machine operator
Machine operator--
Milling machine
Sheet metal worker
Structural iron worker
Welder
Foundry worker
Power station operator
Jeweler
Truck driver

COMPUTATIONAL

Bank officer
Accountant
Auditor
Industrial engineer
Chemical engineer
Mathematics teacher
Economist
Statistician
Programmer

Estimator
Purchasing agent
Bank teller
Cashier
Bookkeeper
Bookkeeping machine operator
Statistical clerk
Credit clerk
Salesclerk

SCIENTIFIC

Physician
Physicist
Chemist
Biologist
Geologist
Meteorologist
Social scientist
Nuclear engineer
Crop and soil scientist

Science teacher
Medical technologist
Food technologist
Dairy technologist
Physics technician
Chemical technician
Detective
Medical laboratory assistant

PERSUASIVE

Writer
Newspaper editor
Reporter
Newspaper; TV; magazine
Public relations worker
Lawyer
Personnel manager
Industrial relations worker
Teacher
Counselor
School; vocational;
rehabilitation
Radio announcer
Manager
Business; government;
other organization

Community organizer
Advertising account
executive
Advertising copywriter
Salesman
Wholesale; retail;
automobile; insurance;
real estate
Actor
Credit collector
Fund raiser
Service representative
Foreman
Adjustment clerk
Routeman

ARTISTIC

Actor
Architect
Landscape architect
Industrial designer
Artist
Painter
Sculptor
Art teacher
Interior designer
Fashion designer

Commercial artist
Cartoonist
Medical illustrator
Draftsman
Photographer
Dressmaker
Tailor
Florist
Jeweler

LITERARY

Writer
Editor
Librarian
Lawyer
Teacher of English and
foreign languages

Reporter
Advertising copywriter
Translator; interpreter
Proofreader
Bookstore clerk

MUSICAL

Performing musician
Music teacher
Singer

Composer
Dancer

SOCIAL SERVICE

Clergyman
Physician
Social worker
Welfare worker
Teacher (preschool and primary)
School administrator
Urban planner
Physical therapist
Rehabilitation counselor

Personnel worker
Nurse
Police officer
Community aide
Health aide
Camp counselor
Teacher aide
Fireman
Librarian

CLERICAL

Office manager
Secretary
Court reporter
Insurance agent
Travel agent
Stenographer
Bookkeeper

Office machine operator
Teletype operator
Typist
Data-processing machine
operator
Library aide
Keypunch operator

General office clerk
Insurance clerk
Correspondence clerk
Bank clerk
Shipping clerk
Switchboard operator
Receptionist.

Stock clerk
Hotel clerk
Grocery checker
Messenger
Office boy or girl
File clerk
Cashier

ACTIVITY 8:

JOBS I MIGHT CONSIDER FOR THE FUTURE

1. _____
2. _____
3. _____
4. _____
5. _____

c. Summary:

You will find it helpful to review your complete packet of interests and abilities and see how they can affect your school and vocational goals. This packet will become a part of your cumulative record folder and will be a source of reference for you through the rest of your school years.

Now is the time to start building for the future. Your world will be only as broad as your interests. Only you can make your life an interesting one. No one else is going to do it for you. By knowing your abilities and interests, developing them, and always being open to new experiences, you can build a life for yourself that will be satisfying.

You have now completed the interest ability packet. There are other packets which you may work on in the areas of values, physical traits, and personal and social behavior to help you complete your personal assessment unit.

d. Other Options: None

e. Enrichment: None

3. Evaluation:

Have students complete the "All About Me Crossword Puzzle" in packet No. 1. Allow 15-20 minutes for completion, and then review answers orally, making sure all the terms have been understood. Students should check their own answers.

ACTIVITY 9:

ALL ABOUT ME

-

CROSSWORD PUZZLE

ACROSS

3. _____ are the physical or mental skills you develop or learn as you grow up.
7. Your interests can have a great influence on your _____.
8. _____ abilities have to do with how you learn.
9. Being good at painting or singing shows an artistic or _____ ability.
10. A standardized _____ test is one that compares you with students in all parts of the United States.

DOWN

1. You will spend a very large part of your life either preparing for or working at a _____.
2. A person who can make, build, or fix things is said to have a _____ ability.
4. _____ are activities you like to do.
5. If you don't have all the abilities required for the goal that you want to reach, you will have to either work to develop those abilities or change your _____.
6. _____ abilities have to do with those needed for sports and work that requires skilled hands.

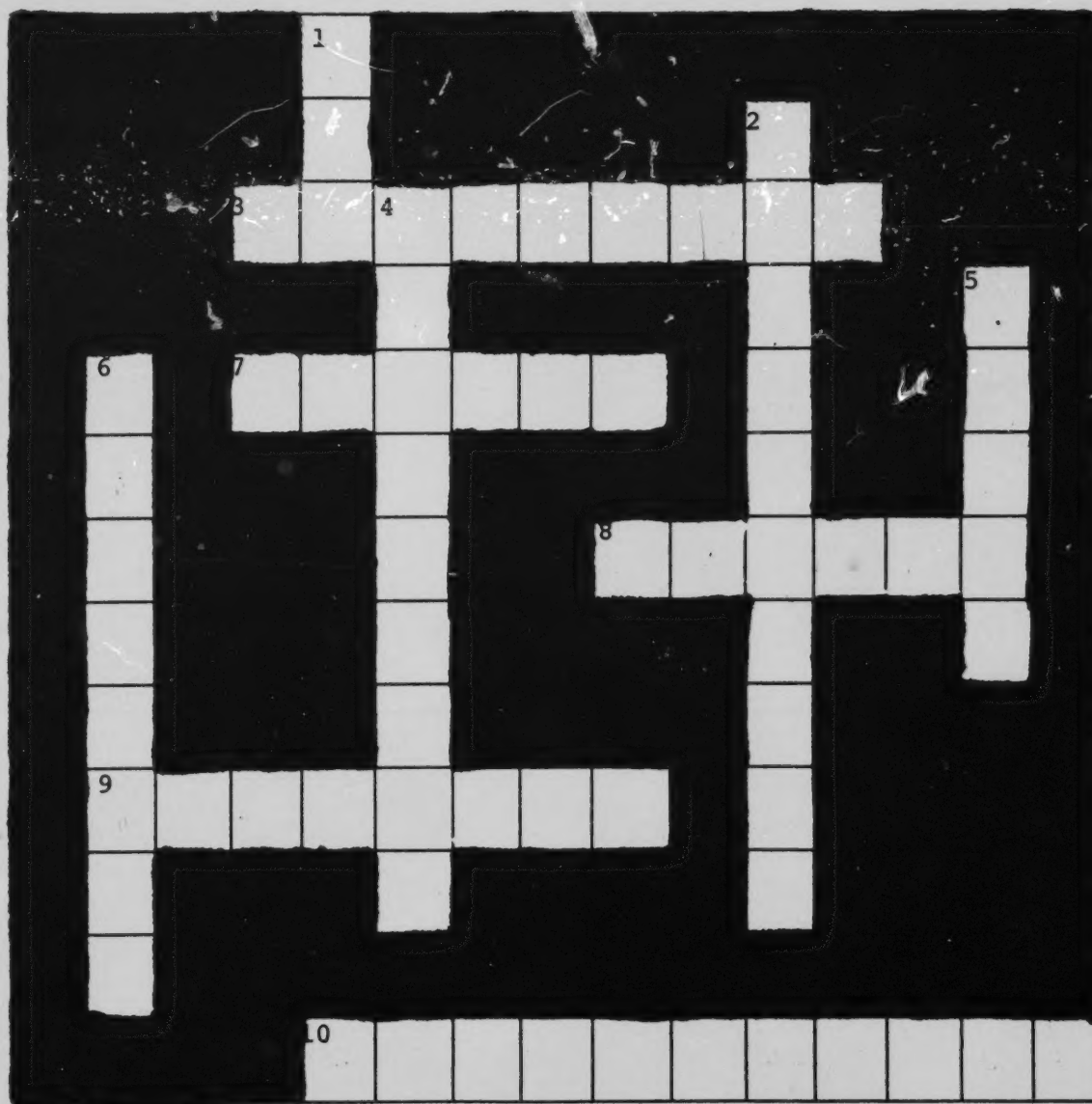
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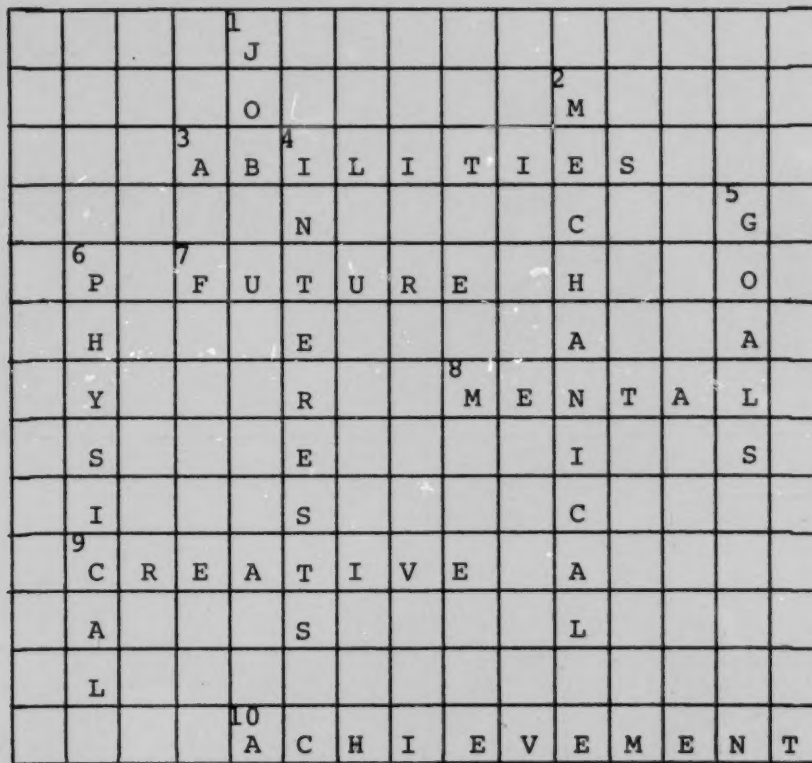
ALL ABOUT ME

-

CROSSWORD PUZZLE

(Fill in the squares with answers from the previous page).



ACROSS

3. Abilities are the physical or mental skills you develop or learn as you grow up.
7. Your interests can have a great influence on your future.
8. Mental abilities have to do with how you learn.
9. Being good at painting or singing shows an artistic or creative ability.
10. A standardized achievement test is one that compares you with students in all parts of the United States.

DOWN

1. You will spend a very large part of your life either preparing for or working at a job.
2. A person who can make, build, or fix things is said to have a mechanical ability.
4. Interests are activities you like to do.
5. If you don't have all the abilities required for the goal that you want to reach, you have to either work to develop those abilities or change your goals.
6. Physical abilities have to do with those needed for sports and work that requires skilled hands.

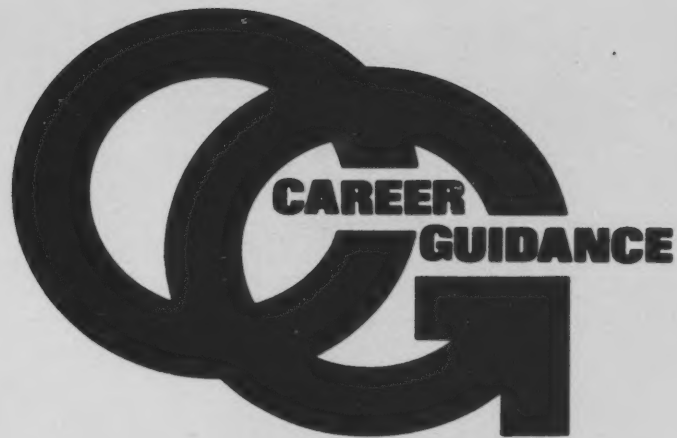
MEDIA RESOURCES SHEET

Unit # J-7 201

Title ALL ABOUT YOU

Developers _____

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ALL ABOUT YOU

Developed by the Guidance staff of
Mesa Public Schools with cooperation
and assistance from selected district personnel

Illustrations by Steve Laney and
Sally Valentine

Project Administration:

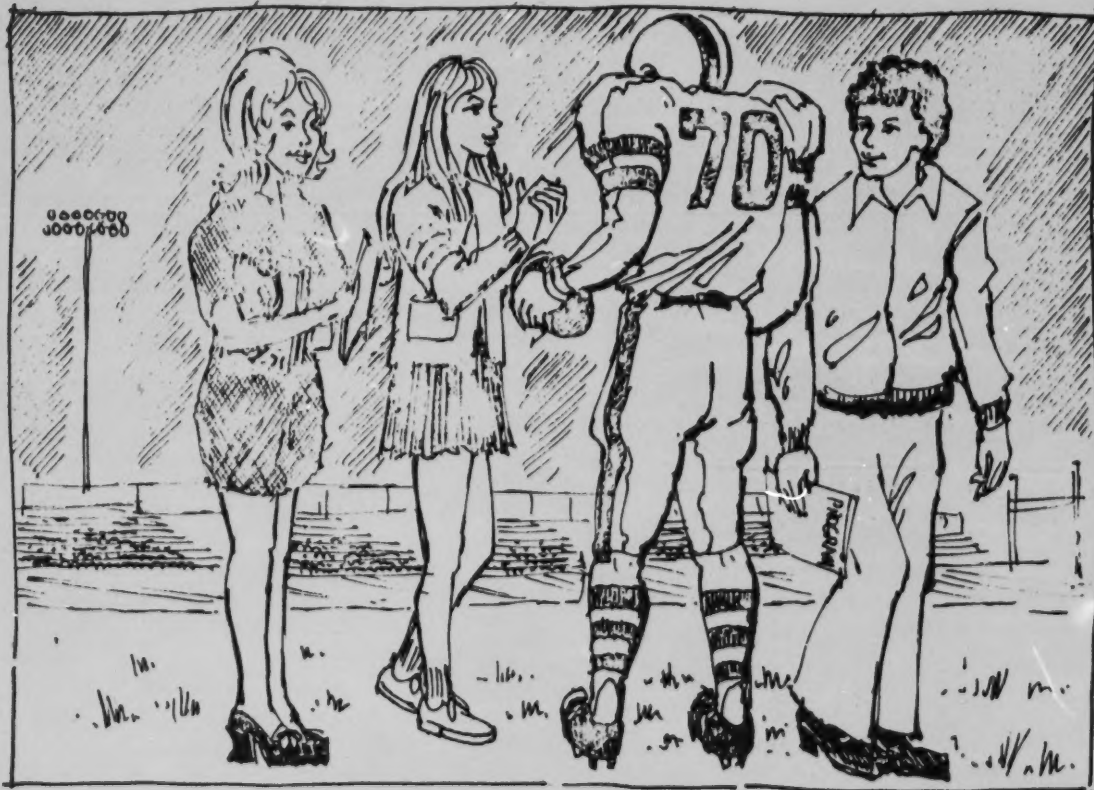
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In cooperation with the Youth Development Research
Program of the American Institutes for Research,
Palo Alto, California

Printing by District Print Shop

ALL ABOUT YOU

The purpose of this unit is to help you to collect and organize information about your abilities, interests, values, physical traits, and personal and social behavior which can affect your choices of school and vocational goals.



PERSONAL ASSESSMENT PACKET #1

ORIENTATION

By the end of this unit, you should be able to:

A. Summarize the following information:

In Packet One

1. Your abilities as you see them and as they are measured by grades or your scores on standardized achievement tests.

In Packet Two

1. Your values as you see them and as they are measured by the Behavior Value Inventory.

In Packet Three

1. Your physical traits as you see them.

In Packet Four

1. Your personal and social behavior as you see them.

- B. Show that you understand the information that you have gathered. You will do this in a conference with your instructor or counselor.

This first packet of the unit will focus on abilities and interests.

Learner Check List

- ____ 1. Read, study, and complete the next three pages on abilities and interests and check yourself on the self test.
- ____ 2. Look at "My Interest Chart" in which you scored the highest and by using the job chart, write down the five jobs you might like to consider.
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Introduction To Abilities and Interest Packet

In reading and completing this packet, you may find that you have abilities and interests which you had not previously thought about.

Have you given much thought to what your real abilities and interests are?

What can you do best? (Ability)

What do you like to do best? (Interest)

It is fun to discover your unique strengths and weaknesses-- yet very few people ever use all of their abilities to full capacity.

In this packet, you will find suggestions for determining what your abilities and interests are. By knowing more about yourself, you will be better able to plan now for a happier, more successful future.

ACTIVITY 1:

Importance of Abilities and Interests

Directions: Read the following information under activities 1 and 2. Read slowly and carefully to prepare for the self-test for abilities and interests.

As you study and complete the next two pages, you will begin to see how important abilities and interests can be to you.

What are yours? Should you really know? Yes, but first you need to know what abilities and interests really are.

Knowing What Abilities Are

Abilities are the physical or mental skills you develop or learn as you grow up.

It is possible to have many different abilities. Mental abilities have to do with how you learn. Being good at painting or drawing, playing a musical instrument or singing, or expressing thoughts on paper shows an artistic or creative ability. A person who can make, build, or fix things is said to have a mechanical

ability. Physical abilities will be those needed for sports (jobs requiring physical strength) and work that requires skilled hands, such as sewing and shop.

One reason that people's abilities differ is that some people have spent more time or effort developing some of their abilities than other people have. Your abilities can change. If you practice in certain areas, you will become more skilled in those areas.

If you don't have all the abilities required for the goal that you want to reach, you will have to either work to develop those abilities or change your goal.

ACTIVITY 2:

Knowing What Interests Are

INTERESTS are activities you like to do; things that please you and give you satisfaction or curiosity about something. Interests also will influence your selection of your educational and vocational goals.

The courses you take and the work you do are made up of many different activities. You will spend a very large part of your life either preparing for or working at a job. You can't expect to have a very happy life if you must spend it doing something you don't enjoy. If you really are not interested in many of the activities which are a part of a certain kind of school work, or occupation, then you might not find pleasure in pursuing that schooling or job as a future goal. You probably wouldn't do very well at reaching that goal either.

Right now, you probably have a pretty good idea of the kinds of things you like to do. Your interests can have a great influence on your future. You should think carefully about the things you like to do when you plan your future. (You should think carefully about the things you like to do when you plan your schooling or choose your occupation).

Your interests can and probably will change as time goes on. Right now there are probably things that you would be interested in if you knew about them, or if you tried them. Just as you develop activities, you can also develop interests.

ACTIVITY 3:

Self Test For Abilities and Interests

You have now read about abilities and interests. To make sure you understand the difference between an ability and an interest, check which of the following statements refer to an ability and which refer to an interest.

QUESTIONS	ABILITY	INTEREST
1. I sure would like to be an airline pilot.		
2. I can drive a nail in a board without missing.		
3. I won two ribbons at a track meet.		
4. It would be fun to be a disc jockey.		
5. I would like to be a beautician.		

QUESTIONS	ABILITY	INTEREST
6. I was on the honor roll many times.		
7. My drawing received high honors at the art exhibit.		
8. To be in the Ice Follies would be great.		

Answers to Self Test:

- | | | | |
|-------------|-------------|-------------|-------------|
| 1. Interest | 3. Ability | 5. Interest | 7. Ability |
| 2. Ability | 4. Interest | 6. Ability | 8. Interest |

ACTIVITY 4:

Directions: Check those subjects in which you feel you are able to do your best.

Assessing Your Own Abilities

Reading		Spelling	
Math		P. E.	
Social Studies		Music	
Science		Art	

ACTIVITY 5:

Another way to assess your abilities is to look at the scores you made on a standardized achievement test. A standardized achievement test is one that you take that compares you with students in your grade level in all parts of the United States. Your achievement test scores are very important because they indicate what you have learned in the past. A record of these scores is on file in the counseling office.



The scores from standardized achievement tests are recorded in stanines. A stanine is a standard way of grading standardized tests. Stanine means standard nine, or steps of nine; with a stanine of 1 (one) being very low; a stanine of 9 (nine) being very high; and a stanine of 5 (five) being average.

Stanine Scale

1 2 3 4 5 6 7 8 9

ACTIVITY 6:

Directions: Record your achievement scores for each subject listed in the table below.

ACHIEVEMENT TEST SCORES

YEAR	Reading	Math	Science	Social Studies	Spelling	Language

ACTIVITY 7:

Directions: Check either high, average, or low to show your degree of interest in each area.

MY INTEREST CHART			
	HIGH	AVERAGE	LOW
Prefer outside work or activity (Outdoor)			
Working with machines and tools (Mechanical)			
Working with numbers (Computational)			
Interest in the physical world (Scientific)			
Meet and deal with people (Persuasive)			
Creative work with hands (Artistic)			
Office work (Clerical)			
Like to read or write (Literary)			
Enjoy listening to and participating in music (Musical)			
Helping others (Social Service)			

OUTDOOR

Civil engineer
Agricultural engineer
Mining engineer
Veterinarian
Physical education teacher
Coach
Landscape architect
Oceanographer
Marine biologist
Geologist
Soil conservationist
Forest ranger
Archaeologist
Wildlife manager
Surveyor
Ship's officer or pilot
Fish and game warden
Farmer
Fruit grower

Rancher
Animal breeder
Cowboy
Kennel manager
Nurseryman
Greenhouse keeper
Gardener
Groundskeeper
Greenskeeper
Fisherman
Guide (hunting and fishing)
Guide (sightseeing)
Lumber inspector
Woodsman (logging)
Zookeeper
Diver
Seaman
Mailman
Doorman

MECHANICAL

Mechanical engineer
Electrical engineer
Dentist
Optometrist (eye doctor)
Shop teacher
Contractor
Industrial designer
Engineering technician
Chemical technician
Airline pilot
Diesel mechanic
Machinist
Building construction worker
Carpenter
Electrician
Plumber
Bricklayer
Draftsman
Tool and die maker
Printing pressman

Stationary engineer
Repairman of--
Data-processing machines
Office machines
Appliances
Radio - TV
Auto mechanic
Airplane mechanic
Crane operator
Locomotive engineer
Mining machine operator
Machine operator--
Milling machine
Sheet metal worker
Structural iron worker
Welder
Foundry worker
Power station operator
Jeweler
Truck driver

COMPUTATIONAL

Bank officer
Accountant
Auditor
Industrial engineer
Chemical engineer
Mathematics teacher
Economist
Statistician
Programmer

Estimator
Purchasing agent
Bank teller
Cashier
Bookkeeper
Bookkeeping machine operator
Statistical clerk
Credit clerk
Salesclerk

SCIENTIFIC

Physician
Physicist
Chemist
Biologist
Geologist
Meteorologist
Social scientist
Nuclear engineer
Crop and soil scientist

Science teacher
Medical technologist
Food technologist
Dairy technologist
Physics technician
Chemical technician
Detective
Medical laboratory assistant

PERSUASIVE

Writer
Newspaper editor
Reporter
Newspaper; TV; magazine
Public relations worker
Lawyer
Personnel manager
Industrial relations worker
Teacher
Counselor
School; vocational;
rehabilitation
Radio announcer
Manager
Business; government;
other organization

Community organizer
Advertising account
executive
Advertising copywriter
Salesman
Wholesale; retail;
automobile; insurance;
real estate
Actor
Credit collector
Fund raiser
Service representative
Foreman
Adjustment clerk
Routeman

ARTISTIC

Actor
Architect
Landscape architect
Industrial designer

Artist
Painter
Sculptor
Art teacher

Interior designer
Fashion designer
Commercial artist
Cartoonist
Medical illustrator
Draftsman

Photographer
Dressmaker
Tailor
Florist
Jeweler

LITERARY

Writer
Editor
Librarian
Lawyer
Teacher of English and
foreign languages

Reporter
Advertising copywriter
Translator; interpreter
Proofreader
Bookstore clerk

MUSICAL

Performing musician
Music teacher
Singer

Composer
Dancer

SOCIAL SERVICE

Clergyman
Physician
Social worker
Welfare worker
Teacher (preschool and primary)
School administrator
Urban planner
Physical therapist
Rehabilitation counselor

Personnel worker
Nurse
Police officer
Community aide
Health aide
Camp counselor
Teacher aide
Fireman
Librarian

CLERICAL

Office manager
Secretary
Court reporter
Insurance agent
Travel agent
Stenographer
Bookkeeper
Office machine operator
Teletype operator
Typist
Data-processing machine
operator
Library aide
Keypunch operator

General office clerk
Insurance clerk
Correspondence clerk
Bank clerk
Shipping clerk
Switchboard operator
Receptionist
Stock clerk
Hotel clerk
Grocery checker
Messenger
Office boy or girl
File clerk
Cashier

ACTIVITY 8:

JOBS I MIGHT CONSIDER FOR THE FUTURE

1. _____
2. _____
3. _____
4. _____
5. _____



ACTIVITY 9:

ALL ABOUT ME

-

CROSSWORD PUZZLE

ACROSS

3. _____ are the physical or mental skills you develop or learn as you grow up.
7. Your interests can have a great influence on your _____.
8. _____ abilities have to do with how you learn.
9. Being good at painting or singing shows an artistic or _____ ability.
10. A standardized _____ test is one that compares you with students in all parts of the United States.

DOWN

1. You will spend a very large part of your life either preparing for or working at a _____.
2. A person who can make, build, or fix things is said to have a _____ ability.
4. _____ are activities you like to do.
5. If you don't have all the abilities required for the goal that you want to reach, you will have to either work to develop those abilities or change your _____.
6. _____ abilities have to do with those needed for sports and work that requires skilled hands.

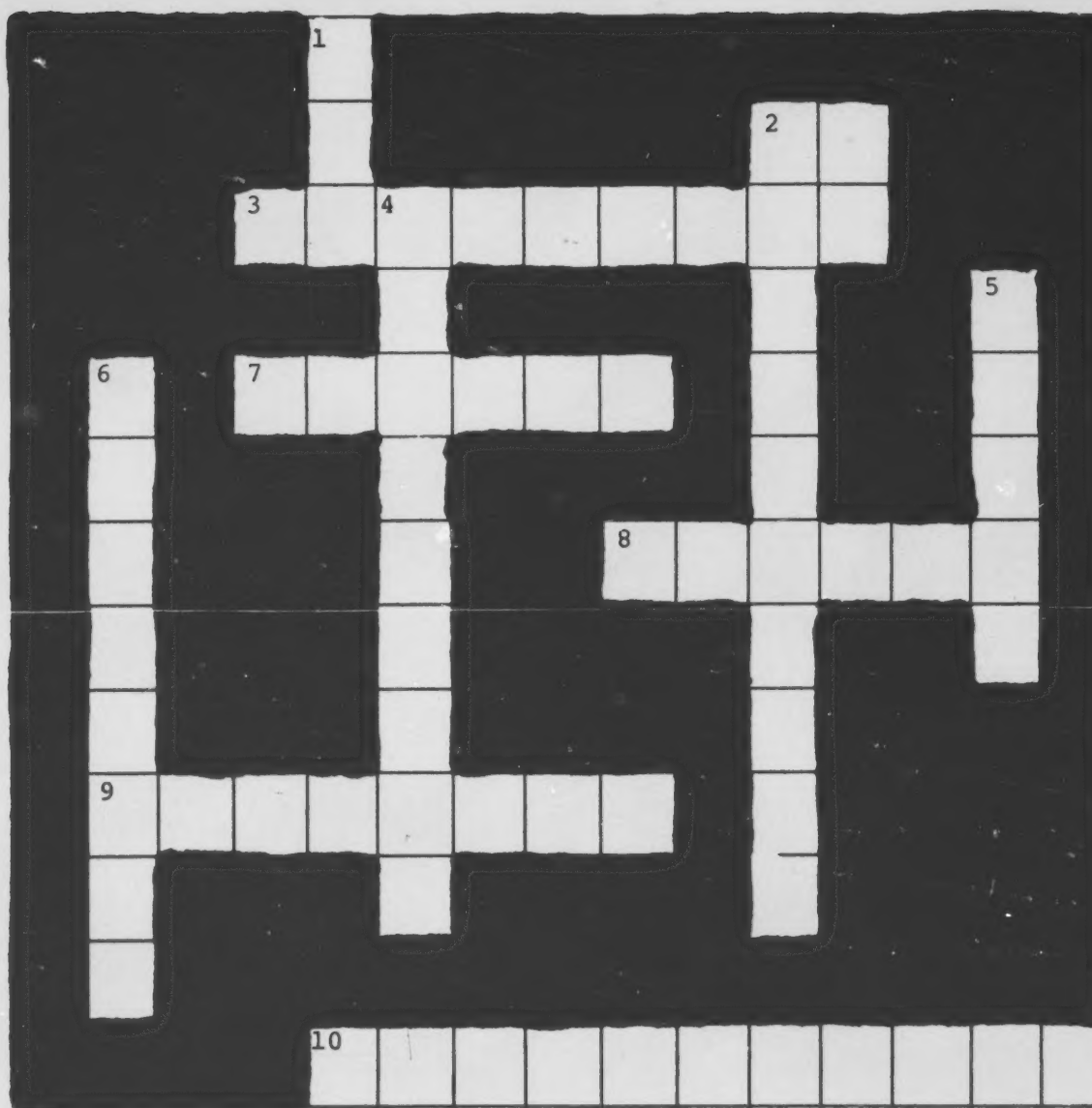
ACTIVITY 9:

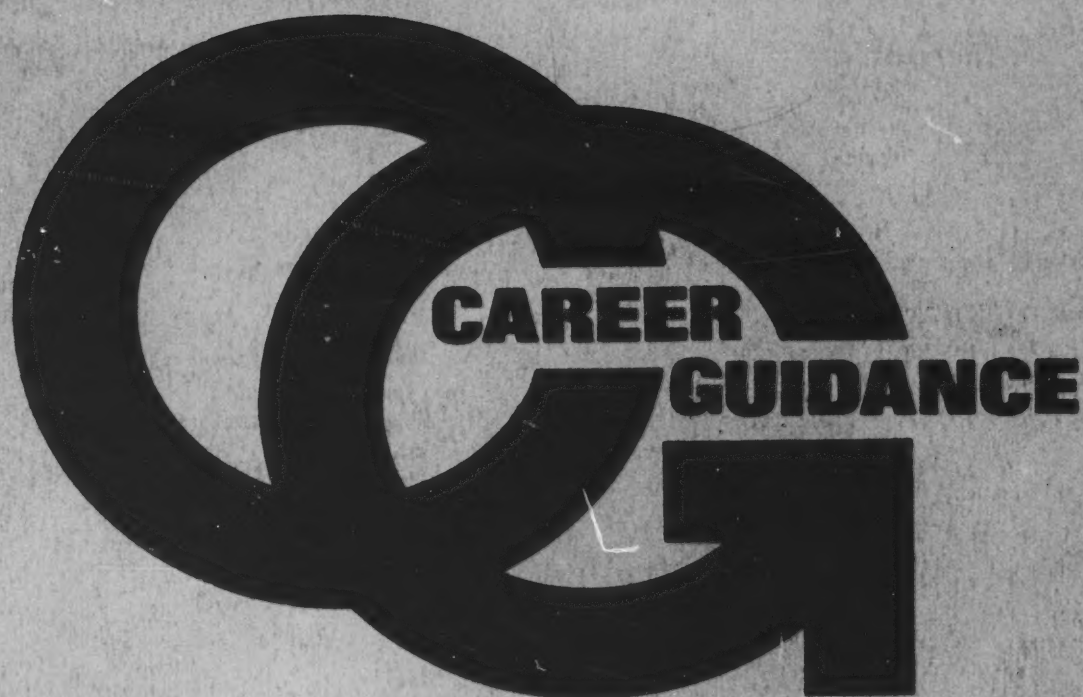
ALL ABOUT ME

-

CROSSWORD PUZZLE

(Fill in the squares with answers from the previous page).





ALL ABOUT YOU

Developed by the Guidance staff of
Mesa Public Schools with cooperation
and assistance from selected district personnel

Illustrations by Steve Laney and
Sally Valentine

Project Administration:

Byron McKinnon	- Director of Guidance
Elaine Thompson	- Guidance Specialist Elementary Counseling
Duane Richins	- Guidance Specialist Junior High Counseling
John Thomas	- Guidance Specialist Senior High Counseling

In cooperation with the Youth Development Research
Program of the American Institutes for Research,
Palo Alto, California

Printing by District Print Shop

ALL ABOUT YOU

This unit serves as a vehicle to aid the student in setting his future school and vocational goals.



I. UNIT RATIONALE

This unit focuses on individual assessments in relation to future school and vocational goals. The unit is made up of four individualized learning packets. Packet 1 deals with the learner's abilities and interests. Packet 2 explores values. Packet 3 looks at physical traits; Packet 4, personal and social behaviors.

II. INTENDED USE OF UNIT

- A. Grade Placement: 7
- B. Duration of Unit: 90 minutes
- C. Special Considerations: This unit is designed as an individualized learning packet which may be supplemented with counselor and teacher assistance.

III. INSTRUCTIONAL SEQUENCES

GOAL STATEMENT J-7 201.00

When directed, the student will gather information necessary to make a personal assessment of himself in terms of his abilities, interests, and other characteristics.

B. Performance Objectives J-7 201.03 and J-7 201.04:

J-7 201.03: Given a list of eight statements each describing a different ability, interest or value, the student will specify which statements refer to values.

J-7 201.04: When directed, the student will assess his own values by completing a behavioral value inventory.

1. Instructor's Information:

- a. Estimated Lesson Time: 90 minutes
- b. Suggested Grouping: Individual
- c. Content Outline:

Definition of values: things of importance to you; they usually influence how you act, what you do, and how hard you work at it.

d. New Vocabulary:

Values: things or ideas you want or feel are worthwhile

e. Learner Prerequisite: Completion of Personal Assessment Packet No. 1, Interests and Abilities, J-7 201.01 and J-7 201.02.

f. Instructor's Preparation Tasks:

(1) Obtain Packet 2 for learner.

(2) Be acquainted with Packet 2.

g. Resources:

(1) Personal Assessment Packet 2 (Values)

(2) Pencil

2. Developing the Lesson:

a. Introduction:

This packet is designed to help you learn what is meant by values and to identify many of your own. Your values are part of the characteristics which help make you the unique person you are. It will be helpful for you to be aware of your values as you move toward selecting a career and other goals in your life.

Values are:

Things that are important to you.

Things you strive hard for.

Things or ideas you want or feel are worthwhile.

They are the things that influence how you act, what you do, and how hard you work at it.

The basic values of people all over the world are generally similar. They can be classified into eight categories and are as follows:

1. Affection: Love and friendship that you have for other people.
2. Respect: Courtesy and admiration that you have for other people. Having someone that you look up to.
3. Skill: Your ability to perform or do a particular task with a certain degree of proficiency.
4. Enlightenment: Your ability to understand what things mean and using your knowledge to help you do the things you want to do.
5. Social Influence: The ability to control your own behavior and the ability to make other people see your point-of-view and do what you would like them to do. Being able to make your own choices based on good information.
6. Desire for Wealth: Wanting or needing money or the things that money can buy, such as food, clothing, and shelter.
7. Well-being: An inner feeling of contentment, health, inner-peace, and happiness. Not being sick, worried, upset, or unhappy.
8. Integrity: Knowing what is right and wrong for yourself. Keeping one's promises and being honest and just. Being responsible and trustworthy.

b. Tasks and Activities:

TASK 1:

Read the introduction aloud as students follow silently. Make sure students understand the term values, before beginning Activity 1.

TASK 2:

Have the student read and complete the packet. Allow approximately two class periods to complete the unit.

ACTIVITY 1:

Now that you are acquainted with different groups of values, read the following examples to help you recognize what a value is:

1. Learning to play a musical instrument is worth years of practice to some people.
2. Having good health is important enough to learn how to take care of one's body.
3. Wanting things money can buy makes people work hard on their jobs.
4. Keeping a promise helps one to be a good friend.
5. Loving a parent makes children not want to hurt them.

ACTIVITY 2:

In the following exercise, you will test your knowledge of values by putting an "X" in front of each statement which is a value:

- ☐ 1. Pete had a social studies assignment Monday night.
- ☐ 2. February is the shortest month of the year.
- ☐ 3. Mary cried when she lost her new wristwatch.
- ☐ 4. The whole school went wild when the basketball team won its game.
- ☐ 5. Most people are right handed.
- ☐ 6. Sue wants to be a nurse.
- ☐ 7. Houses come in many shapes and sizes.
- ☐ 8. It is fun to be able to choose your own clothes.
- ☐ 9. It is a good feeling to know you have all your assignments finished.
- ☐ 10. The library will be open an hour before school every day.

Now check your answers by the following key:

<u> </u> 1.	<u> x </u> 6.
<u> </u> 2.	<u> </u> 7.
<u> x </u> 3.	<u> x </u> 8.
<u> x </u> 4.	<u> x </u> 9.
<u> </u> 5.	<u> </u> 10.

If you made any errors, you may need to read again what a value is on page 2.

ACTIVITY 3:

In the Personal Assessment Packet #1, you learned to identify Interests and Abilities. Now you are ready to see if you can identify values as well as interests and abilities in a list which includes all three personal characteristics.

Read the following statements which describe an interest, an ability, or a value. In front of each statement, place an identifying letter: I if the statement is an Interest.

A if the statement is an Ability.

V if the statement is a Value.

- _____ 1. Don took first place in the high jump.
- _____ 2. Jane's family goes camping frequently during summer vacations.
- _____ 3. We shouted for joy when our team won the championship.
- _____ 4. Three seventh grade girls were placed in the advanced band in junior high school.
- _____ 5. When his social studies project was completed, Bob felt happy and relieved.
- _____ 6. John is willing to get up every morning to deliver papers because he wants to earn the \$10.00 a week it will pay him.
- _____ 7. Henry's best friend asked him to come out and play ball, but Henry said "No" because he had promised his mother to tend the baby.
- _____ 8. I really like to go skiing.

You may now check your answers with the following key:

- | | |
|------|------|
| 1. A | 5. V |
| 2. I | 6. V |
| 3. V | 7. V |
| 4. A | 8. I |

If you had any incorrect answers, go back and review what values are (page 2) and correct your errors. Errors in identifying interests and abilities will have to be reviewed in Packet #1 or you may check definitions in a dictionary.

ACTIVITY 4:

Now that you are able to identify values, you will go on to the next task which will help you to identify and assess your own values. It is called: VALUES INVENTORY OF BEHAVIORAL RESPONSES.

This is not a test. There are no right or wrong answers. Do not be afraid to be very honest and to select the choice most like you. The answers you choose will not affect either your grades or your report cards. We only want you to know how you feel about some things.

Please read these problems and the four choices given which go with each problem. Think about the problem and the choice carefully, and then DRAW A CIRCLE AROUND THE LETTER OF THE CHOICE you honestly feel most fits you.

VALUES INVENTORY OF BEHAVIORAL RESPONSES

1. If I make a foolish mistake
 - a. I can laugh at myself
 - b. I get upset for a few minutes
 - c. I will stay embarrassed for awhile
 - d. I will remember it for a long time
2. In choosing sides
 - a. I am usually one of the last chosen
 - b. I am usually one of the first chosen
 - c. Most kids want me on their team
 - d. Most kids don't want me on their team
3. I am happiest when
 - a. My work is easy
 - b. I have completed a difficult job well
 - c. I have finished all my work
 - d. I don't have work to do
4. When I go to bed
 - a. I usually fall asleep quickly
 - b. I usually stay awake a long time
 - c. Sometimes I hardly sleep at all
 - d. I read until I get sleepy
5. It's hard for me to go to sleep
 - a. The night before Christmas
 - b. After being in trouble
 - c. When my school work is too hard
 - d. Most of the time
6. I usually
 - a. Feel I am as good as most kids
 - b. Feel I am not as good as most kids
 - c. Feel I am as good at a few things as most kids
 - d. Feel I am better than most kids

7. When I see the flag and hear a band
 - a. I get shivery all over
 - b. I stand at attention
 - c. I have to talk extra loud
 - d. I wish the floats would come
8. If my cousin said his school is better than mine, I'd tell him
 - a. He's wrong
 - b. He's entitled to his own opinion
 - c. He shouldn't say things like that
 - d. He'd better take that back
9. If I misbehave and the principal calls my parents
 - a. I know I've let my parents down
 - b. I am ashamed to face my parents
 - c. I think, "My father is not afraid of the principal."
 - d. I believe the principal was right to call my parents
10. When someone does a job well
 - a. I admit that he did a good job
 - b. I am very happy for him
 - c. I think he probably had help
 - d. I feel I could have done it better
11. When friends need help they
 - a. Never ask me for advice
 - b. Often ask me for advice
 - c. Never follow my advice
 - d. Usually follow my advice
12. If someone says "sir" to his father it is because
 - a. He was trained to say "sir"
 - b. One should be polite to elders
 - c. He wants to impress other people
 - d. He respects his father
13. I pick up my things
 - a. Without being reminded
 - b. After being reminded
 - c. Unless someone else used them
 - d. If mother makes me
14. I help with chores at home
 - a. Only when I'm asked
 - b. Because I have to
 - c. Because I should
 - d. When I think about it

15. If a window was broken accidentally, most kids would
 - a. Run
 - b. Tell the owner
 - c. Tell their parents so they could tell the owner
 - d. Tell their best friend
16. Most kids tell the truth
 - a. All the time
 - b. Only if it doesn't hurt them
 - c. Only if it doesn't hurt someone else
 - d. When they're caught
17. If I tore a page in a library book, I would
 - a. Mend it and return it
 - b. Tell the librarian so she could mend it
 - c. Return it and say nothing
 - d. Blame it on somebody else
18. Most kids will
 - a. Copy if the teacher isn't there
 - b. Copy if their friend lets them
 - c. Not copy very often
 - d. Never copy
19. When I know someone who has no friends
 - a. I don't play with him because I have my own friends
 - b. I don't play with him if my friends don't like him
 - c. I invite him to play with us
 - d. I ask him if I can play with him
20. I usually
 - a. Want everyone to like me
 - b. Want to like everyone
 - c. Like only those who like me
 - d. Don't care who likes me
21. I usually like to play
 - a. With lots of kids
 - b. With a few close friends
 - c. With one special friend
 - d. By myself
22. If someone feels sad
 - a. Most kids try to help
 - b. Most kids mind their own business
 - c. Most kids would ask him why
 - d. Most kids feel sad, too
23. If someone I know gets into trouble, I
 - a. Offer to help
 - b. Pretend I don't know him
 - c. Like him anyway
 - d. Let him alone

24. Most kids I know
 - a. Think only of themselves
 - b. Are sometimes nice to others
 - c. Are often mean to others
 - d. Are considerate to others
25. I start projects at home that
 - a. I can't always finish
 - b. I need help to finish
 - c. I can usually finish
 - d. Are too hard for me even with help
26. I usually write
 - a. Quickly and neatly
 - b. Quickly, but it's hard to read
 - c. Slowly, but neatly
 - d. Slowly, but it's hard to read
27. In reading Social Studies I usually read
 - a. Fast and understand the story
 - b. Fast, but don't know all the answers
 - c. Slowly, but can answer most of the questions
 - d. Slowly and need help to answer the questions
28. When I read out loud to the class
 - a. I am one of the best readers
 - b. I read better than most kids
 - c. I read as well as most kids
 - d. Most kids read better than I
29. For me, most new games are
 - a. Easy to learn quickly
 - b. Learned well only after much practice
 - c. Learned quickly, but usually not very well
 - d. Difficult even if I try hard
30. In arithmetic, I am
 - a. Fast, but I make many errors
 - b. Fast and don't miss many
 - c. Slow, but get most right
 - d. Slow and miss a lot
31. If I have a good idea, I
 - a. Make other kids see it my way
 - b. Tell everyone
 - c. Tell someone to tell others
 - d. Don't say anything
32. If I think my suggestion is better than another, I
 - a. Say so to everyone
 - b. Convince others why I'm right
 - c. Say nothing
 - d. Tell my friend

33. When I get to make a decision, I
 - a. Have to think about it
 - b. Do it without thinking much about it
 - c. Ask others about it
 - d. Get others to help me
34. When I need to get someone to help me with a job
 - a. I can get help easily
 - b. It is easier to do it myself
 - c. I often cannot get anyone to help
 - d. I cannot get help as easily as others can
35. In my class
 - a. I'd like to be president
 - b. I would like to be a monitor
 - c. I don't want any job
 - d. I will help when asked
36. When it's time to elect class officers, I
 - a. Often make nominations
 - b. Can't decide who would be best
 - c. Usually don't take part
 - d. Get someone to nominate me
37. My allowance
 - a. Is about like the other kids
 - b. Is not as much as the other kids
 - c. Is more than other kids
 - d. Gets me most of the things I want
38. Every child should
 - a. Get an allowance
 - b. Earn his allowance
 - c. Help whether or not he gets an allowance
 - d. Not get an allowance
39. Things I want I
 - a. Work and save for
 - b. Ask my parents for
 - c. Usually do not get
 - d. Get if I wait till Christmas
40. When I get to buy something, I usually
 - a. Spend more than I should
 - b. Keep within my allowance
 - c. Ask my parents how much to spend
 - d. Never buy the best I can afford
41. If I need some extra money to buy something I want, I
 - a. Usually hunt for a job to do
 - b. Ask my parents for it
 - c. Try to sell an old toy
 - d. Would try to borrow on next week's allowance

42. I work for my allowance
a. More than most kids
b. Less than most kids
c. About as much as everyone else
d. If I have to
43. The things I learn in school
a. Will be good for me when I grow up
b. Help me to get good grades
c. Are useful some times
d. Help me at home
44. When I grow up
a. I know what I want to be
b. I don't know what I want to be
c. There are many things I might like to be
d. I'll think about it later
45. I will go to college if
a. My parents expect me to
b. I want to
c. My grades are good enough
d. What I want to be requires it
46. Learning times tables
a. Helps me with division
b. Is not really necessary
c. Is required by my teacher
d. Is worth the effort
47. School is important
a. If you plan to go to college
b. If you plan to get a job
c. For some people
d. For everyone
48. Most students can learn things
a. If they study hard
b. If they want to
c. If the teacher helps them
d. By just being in class

SCORING KEY

WELL BEING			RESPECT			INTEGRITY			AFFECTION		
Item	Sub Score	Points	Item	Sub Score	Points	Item	Sub Score	Points	Item	Sub Score	Points
1.	a = 4 ☐ b = 3 c = 2 d = 1		7.	a = 4 ☐ b = 3 c = 1 d = 2		13.	a = 4 ☐ b = 3 c = 1 d = 2		19.	a = 1 ☐ b = 2 c = 3 d = 4	
2.	a = 1 ☐ b = 4 c = 3 d = 2		8.	a = 2 ☐ b = 4 c = 3 d = 1		14.	a = 2 ☐ b = 1 c = 4 d = 3		20.	a = 3 ☐ b = 4 c = 2 d = 1	
3.	a = 2 ☐ b = 4 c = 3 d = 1		9.	a = 3 ☐ b = 2 c = 1 d = 4		15.	a = 1 ☐ b = 4 c = 3 d = 2		21.	a = 4 ☐ b = 3 c = 2 d = 1	
4.	a = 4 ☐ b = 2 c = 1 d = 3		10.	a = 3 ☐ b = 4 c = 1 d = 2		16.	a = 4 ☐ b = 2 c = 3 d = 1		22.	a = 4 ☐ b = 1 c = 3 d = 2	
5.	a = 4 ☐ b = 2 c = 3 d = 1		11.	a = 1 ☐ b = 3 c = 2 d = 4		17.	a = 3 ☐ b = 4 c = 2 d = 1		23.	a = 4 ☐ b = 1 c = 3 d = 2	
6.	a = 4 ☐ b = 1 c = 2 d = 3		12.	a = 2 ☐ b = 3 c = 1 d = 4		18.	a = 1 ☐ b = 2 c = 3 d = 4		24.	a = 2 ☐ b = 3 c = 1 d = 4	
☐ Category Total			☐ Category Total			☐ Category Total			☐ Category Total		
4 Most Positive			3 Positive			2 Negative			1 Most Negative		

SCORING KEY

SKILL			SOCIAL INFLUENCE			DESIRE FOR WEALTH			ENLIGHTENMENT		
Item	Sub Score	Points	Item	Sub Score	Points	Item	Sub Score	Points	Item	Sub Score	Points
25.	a = 3 ☐ b = 2 c = 4 d = 1		31.	a = 4 ☐ b = 3 c = 2 d = 1		37.	a = 3 ☐ b = 1 c = 2 d = 4		43.	a = 3 ☐ b = 1 c = 2 d = 4	
26.	a = 4 ☐ b = 2 c = 3 d = 1		32.	a = 3 ☐ b = 4 c = 1 d = 2		38.	a = 1 ☐ b = 4 c = 3 d = 2		44.	a = 3 ☐ b = 2 c = 4 d = 1	
27.	a = 4 ☐ b = 2 c = 3 d = 1		33.	a = 4 ☐ b = 1 c = 3 d = 2		39.	a = 4 ☐ b = 2 c = 1 d = 3		45.	a = 1 ☐ b = 4 c = 2 d = 3	
28.	a = 4 ☐ b = 3 c = 2 d = 1		34.	a = 4 ☐ b = 1 c = 2 d = 3		40.	a = 1 ☐ b = 4 c = 3 d = 2		46.	a = 3 ☐ b = 1 c = 2 d = 4	
29.	a = 4 ☐ b = 3 c = 2 d = 1		35.	a = 4 ☐ b = 3 c = 2 d = 1		41.	a = 4 ☐ b = 1 c = 3 d = 2		47.	a = 2 ☐ b = 3 c = 1 d = 4	
30.	a = 2 ☐ b = 4 c = 3 d = 1		36.	a = 3 ☐ b = 1 c = 2 d = 4		42.	a = 2 ☐ b = 3 c = 4 d = 1		48.	a = 4 ☐ b = 3 c = 1 d = 2	
☐ Category Total			☐ Category Total			☐ Category Total			☐ Category Total		
4 Most Positive			3 Positive			2 Negative			1 Most Negative		

ACTIVITY 5:

SCORING

Look at the scoring key starting with item one. Find the letter you circled on the inventory for item one. For example, if you circled **a** look at the scoring key and see that **a** equals 4 points. Place that number in the circle.

1. **a** = 4
b = 3
c = 2
d = 1

Then after you have finished items 1-6, add the numbers in the circles and put the total in the box at the bottom of the column. Follow this procedure for all eight categories.

When you have the eight totals, go to the value chart. Fill in the box opposite the total you received for each of the eight categories. Example: If you made 19 under well-being, fill in the box under well-being opposite 19 in the score column.

VALUE CHART

Student Name _____

LEVEL	Score	Well-Being	Respect	Integrity	Affection	Skill	Social Influence	Desire for Wealth	Enlightenment
VERY HIGH	24								
	23								
	22								
	21								
HIGH	20								
	19								
	18								
AVERAGE	17								
	16								
	15								
	14								
LOW	13								
	12								
	11								
	10								
VERY LOW	9								
	8								
	7								
	6								
	5								

ACTIVITY 6:

INTERPRETATION

You have now completed the tasks in the Personal Assessment Packet on Values. This information can be of help to you as you begin to make educational and career choices.

To get an idea of what your scores mean, look at the first column marked "well-being" and see at what level you scored. For example, if your score was 19, that means it was high. Below are listed the eight categories of values described earlier. Read again what well-being is and you will see that a high score means that you are probably a happy, contented person.

Well-being
Respect
Integrity
Affection

Skill
Social Influence
Desire for Wealth
Enlightenment

Check each of your scores and re-read the interpretation found in the value categories. You should then have a picture of where your values lie.

If you feel you want further explanation or discussion, see your instructor or counselor.

c. Summary:

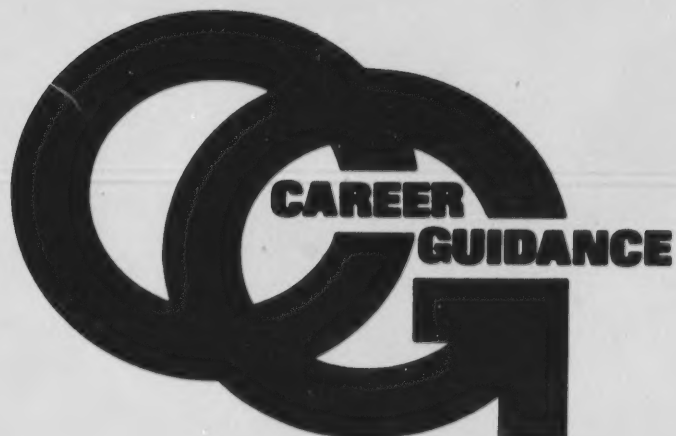
In this packet, you have learned what a value is, and by using the Inventory of Responses you have identified some of the things you value the most. As you begin

thinking about your educational and career goals, you will want to consider the values that will help make you a happy, contented person.

d. Other Options: None

e. Enrichment: None

3. Evaluation: Included in Activities 2, 3, and 4 of the packet.



ALL ABOUT YOU

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Illustrations by Steve Laney and
Sally Valentine

Project Administration:

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In cooperation with the Youth Development Research
Program of the American Institutes for Research,
Palo Alto, California

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ALL ABOUT YOU

The purpose of this unit is to help you to collect and organize information about your abilities, interests, values, physical traits, and personal and social behavior which can affect your choices of school and vocational goals.



PERSONAL ASSESSMENT PACKET #2

This packet is designed to help you learn what is meant by values and to identify many of your own. Your values are part of the characteristics which help make you the unique person you are. It will be helpful for you to be aware of your values as you move toward selecting a career and other goals in your life.

Values are:

Things that are important to you.

Things you strive hard for.

Things or ideas you want or feel are worthwhile.

They are the things that influence how you act, what you do, and how hard you work at it.

The basic values of people all over the world are generally similar. They can be classified into eight categories and are as follows:

1. Affection: Love and friendship that you have for other people.
2. Respect: Courtesy and admiration that you have for other people. Having someone that you look up to.
3. Skill: Your ability to perform or do a particular task with a certain degree of proficiency.
4. Enlightenment: Your ability to understand what things mean and using your knowledge to help you do the things you want to do.
5. Social Influence: The ability to control your own behavior and the ability to make other people see your point-of-view and do what you would like them to do. Being able to make your own choices based on good information.
6. Desire for Wealth: Wanting or needing money or the things that money can buy, such as food, clothing, and shelter.
7. Well-being: An inner feeling of contentment, health, inner-peace, and happiness. Not being sick, worried, upset, or unhappy.
8. Integrity: Knowing what is right and wrong for yourself. Keeping one's promises and being honest and just. Being responsible and trustworthy.

ACTIVITY 1:

Now that you are acquainted with different groups of values, read the following examples to help you recognize what a value is:

1. Learning to play a musical instrument is worth years of practice to some people.
2. Having good health is important enough to learn how to take care of one's body.
3. Wanting things money can buy makes people work hard on their jobs.
4. Keeping a promise helps one to be a good friend.
5. Loving a parent makes children not want to hurt them.

ACTIVITY 2:

In the following exercise, you will test your knowledge of values by putting an "X" in front of each statement which is a value:

- ___ 1. Pete had a social studies assignment Monday night.
- ___ 2. February is the shortest month of the year.
- ___ 3. Mary cried when she lost her new wristwatch.
- ___ 4. The whole school went wild when the basketball team won its game.
- ___ 5. Most people are right handed.
- ___ 6. Sue wants to be a nurse.
- ___ 7. Houses come in many shapes and sizes.
- ___ 8. It is fun to be able to choose your own clothes.
- ___ 9. It is a good feeling to know you have all your assignments finished.
- ___ 10. The library will be open an hour before school every day.

Now check your answers by the following key:

<u> </u> 1.	<u> </u> x 6.
<u> </u> 2.	<u> </u> 7.
<u> </u> x 3.	<u> </u> x 8.
<u> </u> x 4.	<u> </u> x 9.
<u> </u> 5.	<u> </u> 10.

If you made any errors, you may need to read again what a value is on page 2.

ACTIVITY 3:

In the Personal Assessment Packet #1, you learned to identify Interests and Abilities. Now you are ready to see if you can identify values as well as interests and abilities in a list which includes all three personal characteristics.

Read the following statements which describe an interest, an ability, or a value. In front of each statement, place an identifying letter: I if the statement is an Interest.

A if the statement is an Ability.

V if the statement is a Value.

- _____ 1. Don took first place in the high jump.
- _____ 2. Jane's family goes camping frequently during summer vacations.
- _____ 3. We shouted for joy when our team won the championship.
- _____ 4. Three seventh grade girls were placed in the advanced band in junior high school
- _____ 5. When his social studies project was completed, Bob felt happy and relieved.
- _____ 6. John is willing to get up every morning to deliver papers because he wants to earn the \$10.00 a week it will pay him.
- _____ 7. Henry's best friend asked him to come out and play ball, but Henry said "No" because he had promised his mother to tend the baby.
- _____ 8. I really like to go skiing.

You may now check your answers with the following key:

- | | |
|------|------|
| 1. A | 5. V |
| 2. I | 6. V |
| 3. V | 7. V |
| 4. A | 8. I |

If you had any incorrect answers, go back and review what values are (page 2) and correct your errors. Errors in identifying interests and abilities will have to be reviewed in Packet #1 or you may check definitions in a dictionary.

ACTIVITY 4:

Now that you are able to identify values, you will go on to the next task which will help you to identify and assess your own values. It is called: VALUES INVENTORY OF BEHAVIORAL RESPONSES.

This is not a test. There are no right or wrong answers. Do not be afraid to be very honest and to select the choice most like you. The answers you choose will not affect either your grades or your report cards. We only want you to know how you feel about some things.

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SCORING

Activity 5:

Look at the scoring key starting with item one. Find the letter you circled on the inventory for item one. For example, if you circled (a) look at the scoring key and see that (a) equals 4 points. Place that number in the circle.

1. (a) = 4
b = 3
c = 2
d = 1

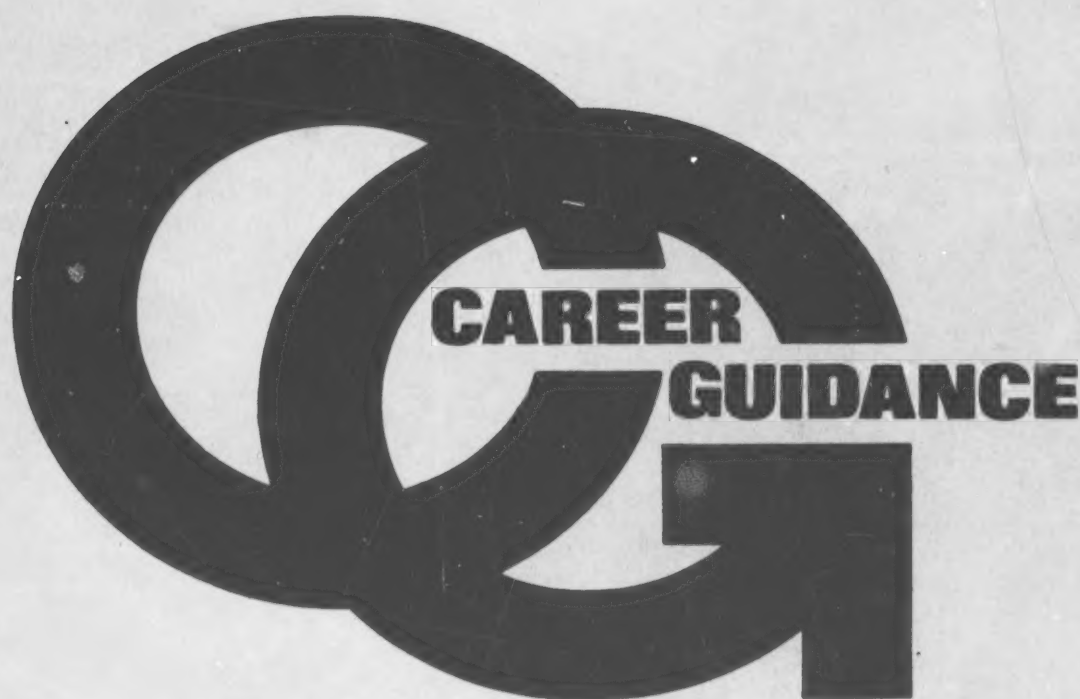
Then after you have finished items 1-6, add the numbers in the circles and put the total in the box at the bottom of the column. Follow this procedure for all eight categories.

When you have the eight totals, go to the value chart. Fill in the box opposite the total you received for each of the eight categories. Example: If you made 19 under well-being, fill in the box under well-being opposite 19 in the score column.

VALUE CHART

Student Name _____

LEVEL	Score	Well-Being	Respect	Integrity	Affection	Skill	Social Influence	Desire for Wealth	Enlightenment
VERY HIGH	24								
	23								
	22								
	21								
HIGH	20								
	19								
	18								
AVERAGE	17								
	16								
	15								
	14								
	13								
LOW	12								
	11								
	10								
	9								
VERY LOW	8								
	7								
	6								
	5								



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PHYSICAL TRAITS

- ★ FASTER THAN A SPEEDING BULLET
- ★ MORE POWERFUL
THAN A LOCOMOTIVE
- ★ ABLE TO LEAP TALL BUILDINGS
IN A SINGLE BOUND.

PHYSICAL TRAITS

I. UNIT RATIONALE

This unit focuses on individual assessments in relation to future school and vocational goals. The unit is made up of four individualized learning packets. Packet 1 deals with the student's abilities and interests. Packet 2 explores values. Packet 3 looks at physical traits; Packet 4, personal and social behaviors.

II. INTENDED USE OF UNIT

- A. Grade Placement: 7
- B. Duration of Unit: 90 minutes
- C. Special Considerations: This unit is designed as an individualized learning packet which may be supplemented with counselor and teacher assistance.

III. INSTRUCTIONAL SEQUENCES

GOAL STATEMENT J-7 201.00

When directed, the student will gather information necessary to make a personal assessment of himself in terms of his abilities, interests, and other characteristics.

C. Performance Objectives J-7 201.05 and J-7 201.06:

J-7 201.05: Given a list of ten statements, the student will identify four statements which refer to physical traits.

J-7 201.06: When directed, the student will complete the physical traits chart in the personal assessment packet.

1. Instructor's Information:

- a. Estimated Lesson Time: 45 minutes
- b. Suggested Grouping: Individualized
- c. Content Outline:

Situations presented here involve these areas:

- (1) Physical traits of a professional basketball player
- (2) Physical traits of an airline stewardess
- (3) Identifying physical traits from a list of different personal characteristics.

(4) Complete a physical traits chart including the following physical traits:

- (a) Height
- (b) Weight
- (c) Vision
- (d) Hearing
- (e) Speech
- (f) Muscular strength and coordination
- (g) Endurance
- (h) General health

d. New Vocabulary:

- (1) Complexion: color of skin
- (2) Color-blindness: not able to distinguish certain colors
- (3) Endurance: being able to last through physical activity
- (4) Coordination: physical agility; physical ability to move quickly and easily
- (5) Proportionate: evenly distributed
- (6) Well-groomed: neat, well cared for

e. Learner Prerequisites: Recommend J-7 201.01 through J-7 201.04

f. Instructor's Preparation Tasks:

- (1) Study packet content
- (2) Obtain packet for learner

g. Resources:

- (1) Learner Packets
- (2) Pencils

2. Developing the Lesson:

a. Introduction:

The orientation in Activity 1 serves as an introduction to the unit.

b. Tasks and Activities:

TASK 1:

Read the Orientation aloud as students follow silently.

ACTIVITY 1:

ORIENTATION

Directions: The teacher will read orally while you follow silently.

When you start to select your future schooling and job goal, you might have to pay more attention to your physical traits. Sometimes the occupations you consider may require certain traits. Height and weight are important in some jobs. Other jobs require excellent vision, freedom from color-blindness, good hearing, or muscular strength. Some people have to avoid certain work conditions for health reasons. These things should be taken into consideration when selecting job goals. But, certain traits such as the complexion of your skin, the color of your hair, or the shape of your eyes should not limit the work you choose or the goals you set.

The cartoon on the title page will give you a clue to what is meant by Physical Traits. Though Superman's physical traits really do not exist, they do say what he can do physically. Physical traits also tell what one is like physically, such as: Tall, short,

slim, overweight, blonde, brunette, dark, or light complexioned, etc.

In this lesson you will explore the personal characteristics of physical traits. You will be asked to collect information about yourself concerning these traits which may affect your choice for future employment.

The activities are self administering and self scoring. If you miss any items, you should discuss your responses with your teacher or counselor before going on to the next section of the packet.

TASK 2:

Write the new vocabulary terms on the board. Have students suggest definitions for the terms and accept most of these. Make sure the students understand the terms and their meanings as defined in this supplement before beginning Activity 2.

ACTIVITY 2:

Directions: Use the following activity to test yourself by picking out the physical traits that are typical of a professional basketball player and an airline stewardess. NOTE: Answers at end of activities.

From the following list, check four physical traits that are typical of a professional basketball player.

- | | |
|-----------------------------|---------------------------|
| 1. ____ Being tall | 5. ____ Being coordinated |
| 2. ____ Being honest | 6. ____ Being helpful |
| 3. ____ Being independent | 7. ____ Having endurance |
| 4. ____ Being a fast runner | 8. ____ Being rich |

ACTIVITY 3:

Directions: From the following list, check four physical traits that are typical of an airline stewardess.

- | | |
|--|----------------------------|
| 1. ____ Being patient | 5. ____ Being well-groomed |
| 2. ____ Having good hearing | 6. ____ Having good speech |
| 3. ____ Having a good personality | 7. ____ Being well-dressed |
| 4. ____ Being proportionate in height and weight | 8. ____ Being good looking |

The exercise you have just completed will help you in recognizing physical traits that are important in certain jobs.

ACTIVITY 4:

The following list of statements describes different personal characteristics, such as abilities, interests, values, personal-social behaviors, and physical traits. By correctly completing this activity, you will be able to understand better what a physical trait is.

Directions: From the following list, check those statements which describe a physical trait.

1. _____ Johnny is 6 feet tall.
2. _____ Bill is smart in math.
3. _____ Rose is very popular.
4. _____ Mario is a very fast runner.
5. _____ Angela has brown eyes.
6. _____ George is a nice boy.
7. _____ Linda likes to read.
8. _____ Bob wants to be rich.
9. _____ Mary has good eyesight.
10. _____ Anna is a good pianist.

NOTE: Answers on following page.

ACTIVITY 5:

When you have completed all of the exercises up to this point, check your responses with the following key. Those listed are the acceptable responses.

ACTIVITY 2

#1

#4

#5

#7

ACTIVITY 3

#2

#4

#6

#8

ACTIVITY 4

#1

#4

#5

#9

NOTE: For those wanting to check the other items in Activity 4, the responses are as follows:

#2 - Ability

#3 - Personal-social behavior

#6 - Personal-social behavior

#7 - Interest

#8 - Value

#10- Ability

ACTIVITY 6:

If you disagree with any of the listed answers, go back and review physical traits on page 2, and review your responses. If you still don't understand why a certain statement is listed as correct on the key, see your teacher or counselor and discuss it with him, before you go on to the next activity.

ACTIVITY 7:

Now that you are able to recognize some physical traits, you will complete the "Physical Traits Chart" with your own physical traits and check the proper columns as they presently describe you.

Directions: Draw a circle around one of the three "Degrees" in the column labeled "Personal Data" opposite each trait. Then check one of the columns labeled "Works For Me," "Works Against Me," or "Has No Effect."

PHYSICAL TRAITS CHART

PHYSICAL TRAIT	PERSONAL DATA	WORKS FOR ME	WORKS AGAINST ME	HAS NO EFFECT
Height	Above Average			
	Average			
	Below Average			
Weight	Above Average			
	Average			
	Below Average			
Muscular Strength	Above Average			
	Average			
	Below Average			
Muscular Coordination	Above Average			
	Average			
	Below Average			
Endurance	Above Average			
	Average			
	Below Average			
General Health	Above Average			
	Average			
	Below Average			

PHYSICAL TRAIT	PERSONAL DATA	WORKS FOR ME	WORKS AGAINST ME	HAS NO EFFECT
Eye Sight	Above Average			
	Average			
	Below Average			
Hearing	Above Average			
	Average			
	Below Average			
Speech	Above Average			
	Average			
	Below Average			
Any other limitation or handicap				

c. Summary:

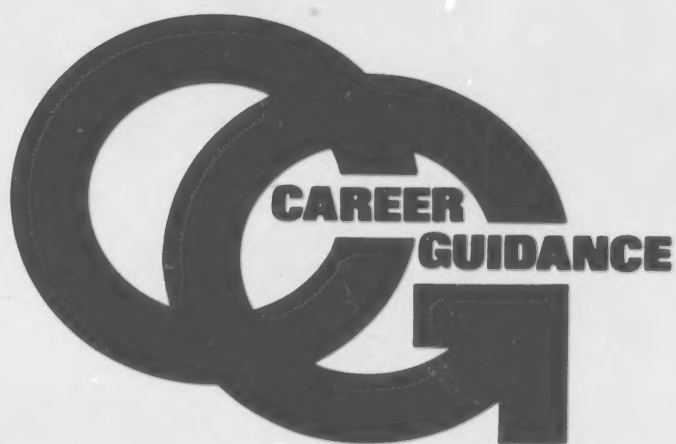
You have now learned to recognize some physical traits and have completed a personal "Physical Traits Chart." It is important that you consider these traits and how they might affect you when making future educational and vocational plans.

If you would like to discuss the Physical Traits Chart and how your physical traits might influence your further educational and vocational plans, see your teacher or counselor for help.

d. Other Options: None

e. Enrichment: None

3. Evaluation: Written into the activities.



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PHYSICAL TRAITS

PERSONAL ASSESSMENT PACKET #3

ACTIVITY 1:

ORIENTATION

Directions: The teacher will read orally while you follow silently.

When you start to select your future schooling and job goal, you might have to pay more attention to your physical traits.

Sometimes the occupations you consider may require certain traits.

Height and weight are important in some jobs. Other jobs require excellent vision, freedom from color-blindness, good hearing, or muscular strength. Some people have to avoid certain work conditions for health reasons. These things should be taken into consideration when selecting job goals. But, certain traits such as the complexion of your skin, the color of your hair, or the shape of your eyes should not limit the work you choose or the goals you set.

The cartoon on the title page will give you a clue to what is meant by Physical Traits. Though Superman's physical traits really do not exist, they do say what he can do physically. Physical traits also tell what one is like physically, such as: Tall, short, slim, overweight, blonde, brunette, dark, or light complexioned, etc.

In this lesson you will explore the personal characteristics of physical traits. You will be asked to collect information about yourself concerning these traits which may affect your choice for future employment.

The activities are self administering and self scoring. If you miss any items, you should discuss your responses with your teacher or counselor before going on to the next section of the packet.

ACTIVITY 2:

Directions: Use the following activity to test yourself by picking out the physical traits that are typical of a professional basketball player and an airline stewardess. NOTE: Answers at end of activities.

From the following list, check four physical traits that are typical of a professional basketball player.

- | | |
|-----------------------------|---------------------------|
| 1. ____ Being tall | 5. ____ Being coordinated |
| 2. ____ Being honest | 6. ____ Being helpful |
| 3. ____ Being independent | 7. ____ Having endurance |
| 4. ____ Being a fast runner | 8. ____ Being rich |

ACTIVITY 3:

Directions: From the following list, check four physical traits that are typical of an airline stewardess.

- | | |
|--|----------------------------|
| 1. ____ Being patient | 5. ____ Being well-groomed |
| 2. ____ Having good hearing | 6. ____ Having good speech |
| 3. ____ Having a good personality | 7. ____ Being well-dressed |
| 4. ____ Being proportionate in height and weight | 8. ____ Being good looking |

ACTIVITY 4:

The following list of statements describes different personal characteristics, such as abilities, interests, values, personal-social behaviors, and physical traits. By correctly completing this activity, you will be able to understand better what a physical trait is.

Directions: From the following list, check those statements which describe a physical trait.

1. _____ Johnny is 6 feet tall.
2. _____ Bill is smart in math.
3. _____ Rose is very popular.
4. _____ Mario is a very fast runner.
5. _____ Angela has brown eyes.
6. _____ George is a nice boy.
7. _____ Linda likes to read.
8. _____ Bob wants to be rich.
9. _____ Mary has good eyesight.
10. _____ Anna is a good pianist.

NOTE: Answers on following page.

ACTIVITY 5:

When you have completed all of the exercises up to this point, check your responses with the following key. Those listed are the acceptable responses.

<u>ACTIVITY 2</u>	<u>ACTIVITY 3</u>	<u>ACTIVITY 4</u>
#1	#2	#1
#4	#4	#4
#5	#6	#5
#7	#8	#9

NOTE: For those wanting to check the other items in Activity 4, the responses are as follows:

#2 - Ability	#7 - Interest
#3 - Personal-social behavior	#8 - Value
#6 - Personal-social behavior	#10- Ability

ACTIVITY 6:

If you disagree with any of the listed answers, go back and review physical traits on page 2, and review your responses. If you still don't understand why a certain statement is listed as correct on the key, see your teacher or counselor and discuss it with him, before you go on to the next activity.

ACTIVITY 7:

Now that you are able to recognize some physical traits, you will complete the "Physical Traits Chart" with your own physical traits and check the proper columns as they presently describe you.

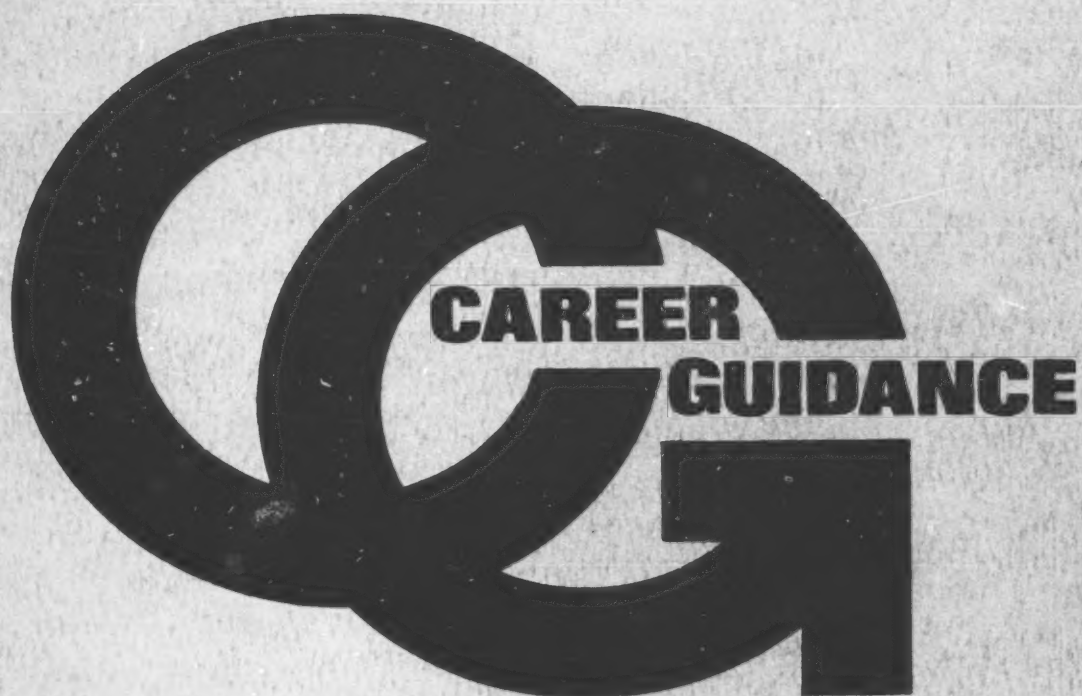
Directions: Draw a circle around one of the three "Degrees" in the column labeled "Personal Data" opposite each trait. Then check one of the columns labeled "Works For Me," "Works Against Me," or "Has No Effect."

PHYSICAL TRAITS CHART

PHYSICAL TRAIT	PERSONAL DATA	WORKS FOR ME	WORKS AGAINST ME	HAS NO EFFECT
Height	Above Average			
	Average			
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Weight	Above Average			
	Average			
	Below Average			
Muscular Strength	Above Average			
	Average			
	Below Average			
Muscular Coordination	Above Average			
	Average			
	Below Average			
Endurance	Above Average			
	Average			
	Below Average			
General Health	Above Average			
	Average			
	Below Average			
Eye Sight	Above Average			
	Average			
	Below Average			
Hearing	Above Average			
	Average			
	Below Average			
Speech	Above Average			
	Average			
	Below Average			
Any other limitation or handicap				

You have now learned to recognize some physical traits and have completed a personal "Physical Traits Chart." It is important that you consider these traits and how they might affect you when making future educational and vocational plans.

If you would like to discuss the Physical Traits Chart and how your physical traits might influence your further educational and vocational plans, see your teacher or counselor for help.



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PERSONAL & SOCIAL BEHAVIOR

I. UNIT RATIONALE

This unit focuses on individual assessments in relation to future school and vocational goals. The unit is made up of four individualized learning packets. Packet 1 deals with the student's abilities and interests. Packet 2 explores values. Packet 3 looks at physical traits; Packet 4, personal and social behaviors.

II. INTENDED USE OF UNIT

- A. Grade Placement: 7
- B. Duration of Unit: 90 minutes
- C. Special Considerations: This unit is designed as an individualized learning packet which may be supplemented with counselor and teacher assistance.

III. INSTRUCTIONAL SEQUENCES

GOAL STATEMENT J-7 201.00

When directed, the student will gather information necessary to make a personal assessment of himself in terms of his abilities, interests, and other characteristics.

D. Performance Objectives J-7 201.07 and J-7 201.08:

J-7 201.07: Given a list of twenty statements, specify four statements which refer to personal-social behaviors.

J-7 201.08: When directed, the student will assess his own personal-social behavior by completing a personal-social behavior checklist.

1. Instructor's Information:

- a. Estimated Lesson Time: Two 45-minute periods
- b. Suggested grouping: Individualized
- c. Content Outline:
 - (1) Distinguish between appropriate and inappropriate behavior.
 - (2) Identify personal and social behavior from a list of different personal characteristics.

- (3) Activities are self-administering and self-scoring.
- (4) Seven general types of personal and social behaviors
- (5) Personal and social behaviors chart

d. New Vocabulary:

- (1) Appropriate: thoughtful, suitable, fitting
- (2) Task: duty, job, assignment, chore
- (3) Compliment: favorable expression, courteous remark

e. Learner Prerequisite: None

f. Instructor's Preparation Task: Study packet content.

g. Resources:

- (1) Learner Packet
- (2) Pencils

2. Developing the Lesson:

a. Introduction:

PERSONAL ASSESSMENT PACKET #4

PERSONAL AND SOCIAL BEHAVIOR

This unit contains a list of twenty statements describing the various personal characteristics with which the student has had contact, i.e., abilities, interests, values, and physical traits. From this list, he is to select the four statements that refer to personal and social behaviors. (The student should have little trouble with this exercise. However, the student may be somewhat hesitant on numbers 4, 8, and 11. These have been classified as values and were taken almost verbatim from the "Values Packet." The

student, if he has proceeded in sequence, will already have had contact with these and hopefully will be able to recognize them as values).

b. Tasks and Activities:

STUDENT ORIENTATION TO PACKET

TASK 1:

Directions: Read aloud as students follow silently.

ACTIVITY 1:

ORIENTATION

Directions: Follow silently as teacher reads aloud.

The activities are self administering and self scoring. If you miss any items you should discuss your responses with your instructor or counselor before going on to the next section of the packet.

Activities deal with the completion of a personal and social behavior list and chart. On the behavior list, you are asked to analyze yourself by indicating your own appropriate/thoughtful behavior and then identifying what behavior you need to improve. You then fill out the chart in Activity 10, identifying the general areas you are doing well in and those needing improvement.

ACTIVITY 2:

Directions: Read the following information before going on to activities.

Another kind of information about you that can affect your success in reaching your school and work goals are the ways you act when you are by yourself or with others. These are called personal and social behaviors. Getting some information about how you act in personal (by yourself) and social (with others) situations will help you to know in advance how you are likely to act in different situations related to school and work goals.

Look at the following personal and social behavior list. You can use this activity to test yourself by telling the difference between appropriate/thoughtful behaviors and those which are not.

ACTIVITY 3:

Directions: Check the blank if you consider the behavior appropriate and thoughtful.

- ____ 1. Sharing or taking turns with someone
- ____ 2. Calling someone names
- ____ 3. Destroying personal or public property
- ____ 4. Helping someone in need of help
- ____ 5. Laughing at someone who made a mistake
- ____ 6. Admitting a mistake and making up for it
- ____ 7. Playing tricks on someone
- ____ 8. Returning money or article found
- ____ 9. Apologizing to another person
- ____ 10. Cheering up, complimenting, or encouraging someone

NOTE: Answers at end of activities.

The exercise you have just completed will help you to tell the difference between thoughtful behaviors and those which are not. Think about your personal and social behaviors. See if they match any of the above statements.

ACTIVITY 4:

The following list of statements describes different personal characteristics, such as abilities, interests, values, physical traits and personal and social behaviors. By correctly completing this activity, you will be able to understand better what a personal and social behavior is.

Directions: Check the blanks next to the statements you think describe personal and social behaviors.

- ___ 1. Jan likes to go bowling.
- ___ 2. Tom is a good hitter (baseball).
- ___ 3. Sam is always picking on people.
- ___ 4. John felt happy and relieved when he earned enough money for a new basketball.
- ___ 5. John has wavy black hair.
- ___ 6. Barbara is a good dancer.
- ___ 7. We like to go to the movies.
- ___ 8. Gloria couldn't go out and play because she promised to take care of her little brother.
- ___ 9. He stuck up for me in class yesterday.
- ___ 10. Jim is very tall.
- ___ 11. Mary works hard in school, but feels badly because she got a bad grade on her math test.
- ___ 12. I like to read mystery books.
- ___ 13. Steve can build model airplanes well.
- ___ 14. Paul is always complimenting people.
- ___ 15. Angie has big eyes like her mom.

- ___ 16. Joe and his dad like to go camping.
- ___ 17. Pat's dad is a good golfer.
- ___ 18. He has big shoulders like a football player.
- ___ 19. We share with each other.
- ___ 20. Dan likes to collect stamps.

ACTIVITY 5:

Check your responses with the following key. Those listed are the acceptable responses.

ACTIVITY #3

- #1
- #4
- #6
- #8
- #9
- #10

ACTIVITY #4

- #3
- #9
- #14
- #19

NOTE: For those wanting to check the other items in Activity 4, the responses are as follows:

- | | |
|--------------------|---------------------|
| 1. Interest | 11. Value |
| 2. Ability | 12. Interest |
| 3. Personal-social | 13. Ability |
| 4. Value | 14. Personal-social |
| 5. Physical trait | 15. Physical trait |
| 6. Ability | 16. Interest |
| 7. Interest | 17. Ability |
| 8. Value | 18. Physical trait |
| 9. Personal-social | 19. Personal-social |
| 10. Physical trait | 20. Interest |

ACTIVITY 6:

If you disagree with any of the listed answers, go back and review personal and social behavior on page 2, and review your responses in Activities 3 and 4. If you still don't understand why a certain statement is listed as correct on the key, see your teacher or counselor and discuss it with him, before you go on to the next activity.

ACTIVITY 7:

The following activity is to help you become familiar with the different groups of personal and social behaviors. Here are some examples of seven general groups that might be important in helping you "Look at Yourself."

Directions: Read the following examples under each heading and check the three appropriate behaviors.

1. Handling Difficult Situations

Examples:

- ☐ a. Taking criticisms without getting mad
- ☐ b. Giving an excuse to get out of doing something
- ☐ c. Staying calm when teased
- ☐ d. Accepting disappointments without blaming others

2. Working On Assignments (Tasks)

Examples:

- ☐ a. Not following directions for a task
- ☐ b. Doing assignments as well as you can
- ☐ c. Completing assignments on time
- ☐ d. Doing assignments without reminders

3. Acting On Your Own

Examples:

- ☐ a. Putting your own ideas to use
- ☐ b. Not requiring unnecessary help
- ☐ c. Having to be reminded to complete a task
- ☐ d. Asking to make up missed work

4. Being Honest

Examples:

- ☐ a. Returning money or articles when found
- ☐ b. Not spreading falsehoods
- ☐ c. Cheating on a school assignment
- ☐ d. Admitting your mistakes (Being honest with yourself)

5. Considering The Feelings Of Others

Examples:

- ☐ a. Playing a dirty trick on another person
- ☐ b. Showing respect to others
- ☐ c. Complimenting or encouraging someone
- ☐ d. Helping someone in need

6. Working In A Group

Examples:

- ☐ a. Helping the group to reach goals
- ☐ b. Being cooperative in a group
- ☐ c. Interrupting or talking out of turn
- ☐ d. Contributing something to help the group

7. Following Rules And Wise Suggestions

Examples:

- ☐ a. Protecting public property
- ☐ b. Obeying rules when others don't
- ☐ c. Using good suggestions from others
- ☐ d. Stealing from another student's locker

ACTIVITY 8:

Check your responses with the following key.

- | | | |
|------------|------------|------------|
| 1. a, c, d | 4. a, b, d | 7. a, b, c |
| 2. b, c, d | 5. b, c, d | |
| 3. a, b, d | 6. a, b, d | |

ACTIVITY 9:

In this section, you will identify how you usually act in seven areas of personal and social behavior. You will tell whether you do well now or need to improve in each area.

Knowing how you behave could lead to improving your behavior. This may affect your chances of reaching school and work goals you select.

Directions: Read the list of behaviors found below. Circle (letter only) those behaviors which most nearly describe you.

PERSONAL AND SOCIAL BEHAVIOR LIST

APPROPRIATE BEHAVIOR

BEHAVIOR NEEDING IMPROVEMENT

1. Handling Difficult Situations

- | | |
|--|---|
| A. Stayed calm when criticized or punished. | A. Got mad or upset when given a suggestion by an instructor. |
| B. Agreed to fair punishment. | B. Got upset when teased or punished. |
| C. Accepted failure without blaming anyone or complaining. | C. Got very nervous when taking a test. |

APPROPRIATE BEHAVIOR

BEHAVIOR NEEDING IMPROVEMENT

2. Working On Assignments

- | | |
|---|---|
| A. Did a task without a reminder. | A. Did not even start on a task. |
| B. Completed a task even though bothered by others. | B. Had to be reminded by others to complete a task. |
| C. Did more than required on a task. | C. Did not follow directions for a task. |

3. Acting On Your Own

- | | |
|--|--|
| A. Found a more interesting way to get a boring task done. | A. Asked for help on a very simple task. |
| B. Spoke up for ideas even though others spoke against them. | B. Gave up ideas when someone argued against them. |
| C. Did extra work or asked to make up missed work. | C. Had to be reminded to do something. |

4. Being Honest

- | | |
|---|-----------------------------------|
| A. Admitted a mistake and made up for it. | A. Cheated in a class or game. |
| B. Admitted responsibility for behavior which broke school rules. | B. Told a lie. |
| C. Apologized to another person. | C. Blamed others for own mistake. |
| D. Returned money or article found. | D. Did not admit to own mistake. |

5. Considering The Feelings Of Others

- | | |
|---|--|
| A. Shared or took turns with someone. | A. Would not take turns or share with someone. |
| B. Helped another person. | B. Hit or threw things at someone. |
| C. Showed respect in making suggestions to someone. | C. Made fun of another person. |
| D. Stuck up for someone. | D. Laughed at the mistakes of another person. |

APPROPRIATE BEHAVIOR

BEHAVIOR NEEDING IMPROVEMENT

6. Working In A Group

- A. Brought something that helped the group.
- B. Gave some information to the group.
- C. Helped to clean up or make special preparations for a group activity.

- A. Complained about or would not participate in a group activity.
- B. Tried to get out of doing his share of the group's work.
- C. Talked out of turn.

7. Following Rules and Suggestions

- A. Obeyed rules when urged by others to disobey them.
- B. Took good care of property belonging to someone else.
- C. Used instructor's suggestions.

- A. Broke school rules or did not use instructor's suggestions.
- B. Complained about rules or instructor's suggestions.
- C. Lost, wasted, or failed to care for supplies.

ACTIVITY 10:

The next chart is to give you a look into what areas need and do not need improvement.

DIRECTIONS:

1. You will have to refer back to the personal and social behavior list to fill out the chart.
2. Refer back to the ones you circled in each area. If you are satisfied with your behavior, check "Doing Well" box, if you are not satisfied with your behavior check "Need to Improve" box.

PERSONAL AND SOCIAL BEHAVIORS CHART

Personal and Social Behaviors I want to consider when I select my education and work goals		
Do Well in This Area	Need to Improve in This Area	Areas of Personal and Social Behavior
		Handling Difficult
		1. Situations
		2. Working On Assignments
		3. Working On Your Own
		4. Being Honest
		5. Considering The Feelings Of Others
		6. Working In A Group
		7. Following Rules and Suggestions

ACTIVITY 11:

Directions: Read the following statements and circle the response which shows personal and social behavior.

1. John

- a. is tall for his age
- b. likes to swim
- c. calls people names
- d. plays baseball well

2. Mary

- a. often encourages people
- b. sews her own clothes
- c. likes to read
- d. has long, brown hair

3. Robert

- a. has poor eyesight
- b. shows respect to others
- c. enjoys listening to music
- d. plays the guitar well

4. Brian

- a. is always playing tricks on people
- b. is a good football player
- c. is a boy scout
- d. likes to go to the movies

5. Jenny

- a. has blue eyes
- b. is a good dancer
- c. likes to cook
- d. doesn't mind admitting her mistakes

6. Darell

- a. is always telling lies
- b. has a crew cut
- c. likes to ride his mini-bike
- d. always gets good grades in math

After completing the test, check your responses with your teacher or counselor. If you missed any questions, discuss them with your teacher and review activities.

Key for Evaluation: c, a, b, a, d, a

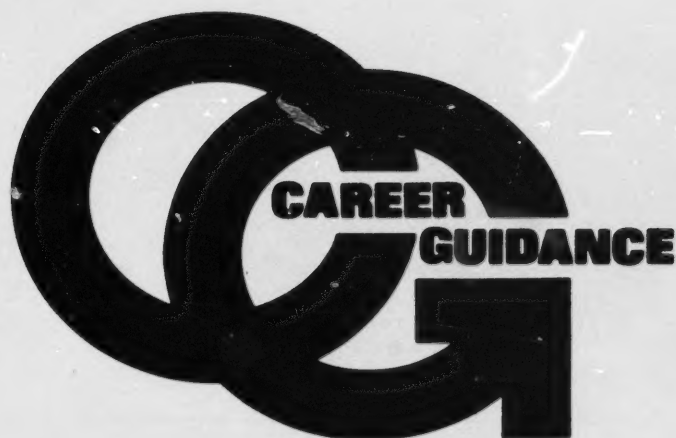
c. Summary:

You have now completed activities in the Personal Assessment Packet on personal and social behavior. Your counselor or teacher can help you understand further how this information can be of help to you as you begin to make some educational and career choices. He will discuss the packet with you and answer questions which may have concerned you.

d. Other Options: None

e. Enrichment: None

3. Evaluation: Activity 11



ALL ABOUT YOU

Jan Belknap
Pat Boettcher
Jane Brake
Frances Carney
Martha Cooley
Steve Cordes
Mason Cottam
Ruth Davidson
Joe Diaz
Anita English
Berniece Evans
Marjorie Galbraith
Romolo Griego

Ronald Houston
Leon Jones
Ruth Kilbourne
Gloria McHenry
Janet Posey
Duane Richins
Ethan Roberts
Nancye Stewart
Fred Trapnell
Dale Vance
Charles Walker
Luanne Walker

Illustrations by Steve Laney

Project Administration:

Byron McKinnon, Guidance Coordinator

Richard Duncan, Guidance Consultant

In cooperation with the Youth Development Research
Program of the American Institutes for Research,
Palo Alto, California

ALL ABOUT YOU

The purpose of this unit is to help you to collect and organize information about your abilities, interests, values, physical traits and personal and social behavior which can affect your choices of school and vocational goals.



PERSONAL & SOCIAL BEHAVIOR

PERSONAL ASSESSMENT PACKET #4

ACTIVITY 1:

ORIENTATION

Directions: Follow silently as teacher reads aloud.

The activities are self administering and self scoring. If you miss any items you should discuss your responses with your in-

structor or counselor before going on to the next section of the packet.

Activities deal with the completion of a personal and social behavior list and chart. On the behavior list, you are asked to analyze yourself by indicating your own appropriate/thoughtful behavior and then identifying what behavior you need to improve. You then fill out the chart in Activity 10, identifying the general areas you are doing well in and those needing improvement.

ACTIVITY 2:

Directions: Read the following information before going on to activities.

Another kind of information about you that can affect your success in reaching your school and work goals are the ways you act when you are by yourself or with others. These are called personal and social behaviors. Getting some information about how you act in personal (by yourself) and social (with others) situations will help you to know in advance how you are likely to act in different situations related to school and work goals.

Look at the following personal and social behavior list. You can use this activity to test yourself by telling the difference between appropriate/thoughtful behaviors and those which are not.

ACTIVITY 3:

Directions: Check the blank if you consider the behavior appropriate and thoughtful.

- ____ 1. Sharing or taking turns with someone
- ____ 2. Calling someone names

- _____ 3. Destroying personal or public property
- _____ 4. Helping someone in need of help
- _____ 5. Laughing at someone who made a mistake
- _____ 6. Admitting a mistake and making up for it
- _____ 7. Playing tricks on someone
- _____ 8. Returning money or article found
- _____ 9. Apologizing to another person
- _____ 10. Cheering up, complimenting, or encouraging someone

NOTE: Answers at end of activities.

The exercise you have just completed will help you to tell the difference between thoughtful behaviors and those which are not. Think about your personal and social behaviors. See if they match any of the above statements.

ACTIVITY 4:

The following list of statements describes different personal characteristics, such as abilities, interests, values, physical traits and personal and social behaviors. By correctly completing this activity, you will be able to understand better what a personal and social behavior is.

Directions: Check the blanks next to the statements you think describe personal and social behaviors.

- _____ 1. Jan likes to go bowling.
- _____ 2. Tom is a good hitter (baseball).
- _____ 3. Sam is always picking on people.
- _____ 4. John felt happy and relieved when he earned enough money for a new basketball.
- _____ 5. John has wavy black hair.

- ___ 6. Barbara is a good dancer.
- ___ 7. We like to go to the movies.
- ___ 8. Gloria couldn't go out and play because she promised to take care of her little brother.
- ___ 9. He stuck up for me in class yesterday.
- ___ 10. Jim is very tall.
- ___ 11. Mary works hard in school, but feels badly because she got a bad grade on her math test.
- ___ 12. I like to read mystery books.
- ___ 13. Steve can build model airplanes well.
- ___ 14. Paul is always complimenting people.
- ___ 15. Angie has big eyes like her mom.
- ___ 16. Joe and his dad like to go camping.
- ___ 17. Pat's dad is a good golfer.
- ___ 18. He has big shoulders like a football player.
- ___ 19. We share with each other.
- ___ 20. Dan likes to collect stamps.

ACTIVITY 5:

Check your responses with the following key. Those listed are the acceptable responses.

ACTIVITY #3

#1
#4
#6
#8
#9
#10

ACTIVITY #4

#3
#9
#14
#19

NOTE: For those wanting to check the other items in Activity 4, the responses are as follows:

- | | |
|--------------------|---------------------|
| 1. Interest | 11. Value |
| 2. Ability | 12. Interest |
| 3. Personal-social | 13. Ability |
| 4. Value | 14. Personal-social |
| 5. Physical trait | 15. Physical trait |
| 6. Ability | 16. Interest |
| 7. Interest | 17. Ability |
| 8. Value | 18. Physical trait |
| 9. Personal-social | 19. Personal-social |
| 10. Physical trait | 20. Interest |

ACTIVITY 6:

If you disagree with any of the listed answers, go back and review personal and social behavior on page 2, and review your responses in Activities 3 and 4. If you still don't understand why a certain statement is listed as correct on the key, see your teacher or counselor and discuss it with him, before you go on to the next activity.

ACTIVITY 7

The following activity is to help you become familiar with the different groups of personal and social behaviors. Here are some examples of seven general groups that might be important in helping you "Look at Yourself."

Directions: Read the following examples under each heading and check the three appropriate behaviors.

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Examples:

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- ☐ c. Staying calm when teased
- ☐ d. Accepting disappointments without blaming others

2. Working On Assignments (Tasks)

Examples:

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- ☐ b. Doing assignments as well as you can
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Examples:

- ☐ a. Putting your own ideas to use
- ☐ b. Not requiring unnecessary help
- ☐ c. Having to be reminded to complete a task
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4. Being Honest

Examples:

- ☐ a. Returning money or articles when found
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- ☐ d. Admitting your mistakes (Being honest with yourself)

5. Considering The Feelings Of Others

Examples:

- ☐ a. Playing a dirty trick on another person
- ☐ b. Showing respect to others
- ☐ c. Complimenting or encouraging someone
- ☐ d. Helping someone in need

6. Working In A Group

Examples:

- ☐ a. Helping the group to reach goals
- ☐ b. Being cooperative in a group
- ☐ c. Interrupting or talking out of turn
- ☐ d. Contributing something to help the group

7. Following Rules And Wise Suggestions

Examples:

- ☐ a. Protecting public property
- ☐ b. Obeying rules when others don't
- ☐ c. Using good suggestions from others
- ☐ d. Stealing from another student's locker

ACTIVITY 8

Check your responses with the following key.

- | | | |
|------------|------------|------------|
| 1. a, c, d | 4. a, b, d | 7. a, b, c |
| 2. b, c, d | 5. b, c, d | |
| 3. a, b, d | 6. a, b, d | |

ACTIVITY 9

In this section, you will identify how you usually act in seven areas of personal and social behavior. You will tell whether you do well now or need to improve in each area.

Knowing how you behave could lead to improving your behavior. This may affect your chances of reaching school and work goals you select.

Directions: Read the list of behaviors found below. Circle (letter only) those behaviors which most nearly describe you.

PERSONAL AND SOCIAL BEHAVIOR LIST

APPROPRIATE BEHAVIOR

BEHAVIOR NEEDING IMPROVEMENT

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| C. Accepted failure without blaming anyone or complaining. | C. Got very nervous when taking a test. |

APPROPRIATE BEHAVIOR

BEHAVIOR NEEDING IMPROVEMENT

2. Working On Assignments

- | | |
|---|---|
| A. Did a task without a reminder. | A. Did not even start on a task. |
| B. Completed a task even though bothered by others. | B. Had to be reminded by others to complete a task. |
| C. Did more than required on a task. | C. Did not follow directions for a task. |

3. Acting On Your Own

- | | |
|--|--|
| A. Found a more interesting way to get a boring task done. | A. Asked for help on a very simple task. |
| B. Spoke up for ideas even though others spoke against them. | B. Gave up ideas when someone argued against them. |
| C. Did extra work or asked to make up missed work. | C. Had to be reminded to do something. |

4. Being Honest

- | | |
|---|-----------------------------------|
| A. Admitted a mistake and made up for it. | A. Cheated in a class or game. |
| B. Admitted responsibility for behavior which broke school rules. | B. Told a lie. |
| C. Apologized to another person. | C. Blamed others for own mistake. |
| D. Returned money or article found. | D. Did not admit to own mistake. |

5. Considering The Feelings Of Others

- | | |
|---|--|
| A. Shared or took turns with someone. | A. Would not take turns or share with someone. |
| B. Helped another person. | B. Hit or threw things at someone. |
| C. Showed respect in making suggestions to someone. | C. Made fun of another person. |
| D. Stuck up for someone. | D. Laughed at the mistakes of another person. |

APPROPRIATE BEHAVIOR

BEHAVIOR NEEDING IMPROVEMENT

6. Working In A Group

- A. Brought something that helped the group.
- B. Gave some information to the group.
- C. Helped to clean up or make special preparations for a group activity.

- A. Complained about or would not participate in a group activity.
- B. Tried to get out of doing his share of the group's work.
- C. Talked out of turn.

7. Following Rules and Suggestions

- A. Obeyed rules when urged by others to disobey them.
- B. Took good care of property belonging to someone else.
- C. Used instructor's suggestions.

- A. Broke school rules or did not use instructor's suggestions.
- B. Complained about rules or instructor's suggestions.
- C. Lost, wasted, or failed to care for supplies.

ACTIVITY 10:

The next chart is to give you a look into what areas need and do not need improvement.

DIRECTIONS:

1. You will have to refer back to the personal and social behavior list to fill out the chart.
2. Refer back to the ones you circled in each area. If you are satisfied with your behavior, check "Doing Well" box, if you are not satisfied with your behavior check "Need to Improve" box.

PERSONAL AND SOCIAL BEHAVIORS CHART

<u>Personal and Social Behaviors</u> I want to consider when I select my education and work goals		
Do Well in This Area	Need to Improve in This Area	Areas of Personal and Social Behavior
		Handling Difficult 1. Situations
		2. Working On Assignments
		3. Working On Your Own
		4. Being Honest
		Considering The Feelings 5. Of Others
		6. Working In A Group
		Following Rules and 7. Suggestions

ACTIVITY 11:

Directions: Read the following statements and circle the response which shows personal and social behavior.

1. John

- a. is tall for his age
- b. likes to swim
- c. calls people names
- d. plays baseball well

2. Mary

- a. often encourages people
- b. sews her own clothes
- c. likes to read
- d. has long, brown hair

3. Robert

- a. has poor eyesight
- b. shows respect to others
- c. enjoys listening to music
- d. plays the guitar well

4. Brian

- a. is always playing tricks on people
- b. is a good football player
- c. is a boy scout
- d. likes to go to the movies

5. Jenny

- a. has blue eyes
- b. is a good dancer
- c. likes to cook
- d. doesn't mind admitting her mistakes

6. Darell

- a. is always telling lies
- b. has a crew cut
- c. likes to ride his mini-bike
- d. always gets good grades in math

After completing the test, check your responses with your teacher or counselor. If you missed any questions, discuss them with your teacher and review activities.

You have now completed activities in the Personal Assessment Packet on personal and social behavior. Your counselor or teacher can help you understand further how this information can be of help to you as you begin to make some educational and career choices. He will discuss the packet with you and answer questions which may have concerned you.